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ABSTRACT

In October 1973, representatives of six groups of Tennesseans reflecting professional and lay opinion about education were asked to identify what they considered to be the most critical current issues in Tennessee education. The most frequently mentioned responses in this initial phase of the survey were used to construct a listing of 10 key issues, which listing was printed on a business reply card along with instructions for ranking the issues in order of importance. In a second phase, the survey instrument thus developed was sent to a larger sample of the same six groups of Tennesseans. A remarkably high degree of association was found to exist among the opinions of the six groups of Tennesseans with regard to the relative importance of the survey issues. The 10 critical issues as identified and ranked by the professional and lay groups were: (1) financing education--including salaries; (2) teacher competence; (3) vocational education programs; (4) discipline; (5) lack of concern by pupils, staff, parents, and public; (6) size of classes--overcrowding and overloaded staff; (7) improvement of general curriculum; (8) inadequate facilities; (9) special education programs; and (10) administrative reform and/or reorganization. (Author)

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CRITICAL ISSUES IN TENNESSEE EDUCATION
1973-74

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	iv
Section	**Page**
I. INTRODUCTION AND PURPOSE STATEMENT	1
INTRODUCTION	1
PURPOSE	6
II. SURVEY DESIGN AND IMPLEMENTATION	7
PHASE ONE	7
The Issues	8
PHASE TWO	12
Directions To Respondents	12
Parallel Forms	13
The Sample	13
Treatment Of Data	16
III. SURVEY FINDINGS	16
THE RESPONDENTS	16
COMPOSITE RANKING OF ISSUES	17
GROUP INTERCORRELATIONS	21
SUBGROUPS	23
Elected and Appointed School Boards	23
Elected And Appointed Superintendents	24
Principals Of Elementary, Secondary, And Combined Schools	27
Elementary And Secondary Teachers	28
COUNTY AND CITY/SPECIAL DISTRICT SYSTEMS	29
GRAND DIVISIONS OF TENNESSEE	32
PLANNING AND DEVELOPMENT REGIONS	34
ISSUE RATINGS	35
PARALLEL FORMS OF THE SURVEY INSTRUMENT	37
OTHER ISSUES SUGGESTED BY RESPONDENTS	38
IV. ANALYSIS OF FINDINGS	41
COMPARISON WITH RESULTS OF 1973 GALLUP POLL	41
COMPARISON WITH OTHER TENNESSEE STUDIES	44
SPECIFIC GROUP AND SUBGROUP DIFFERENCES	46
COMPARISONS BY SYSTEM TYPE AND GEOGRAPHIC AREA	49
RELIABILITY AND VALIDITY OF SURVEY INSTRUMENT	50
ADDITIONAL ISSUES SUGGESTED BY RESPONDENTS	50
LIMITATIONS OF THE SURVEY	52
V. SUMMARY AND IMPLICATIONS	53
SUMMARY	53
IMPLICATIONS	54
SUGGESTIONS FOR ADDITIONAL RESEARCH	59
REFERENCES	61
APPENDIXES	62
A. Survey Instruments	62
B. Counties In Grand Divisions Of Tennessee	71
C. Map Of Tennessee Showing Boundaries Of Nine Planning And Development Regions	73
D. Tables Of Summary And Composite Rankings Of Ten Education Issues By Sample Groups In Each Of Nine Planning And Development Regions	75
E. Computed Averages Of Rankings Given Ten Critical Education Issues By Six Groups Of Tennesseans	81

LIST OF TABLES

Table		Page
1	Percentage of Gallup's National Sample Citing Critical Education Concerns in 1970, 1971, 1972, and 1973	2
2	Number and Percentage of Individuals in Each of Six Groups Responding to Survey	16
3	Summary and Composite Rankings of Ten Education Issues for Six Groups of Tennesseans	19
4	Summary Rankings of Ten Issues for Three Clusters of Tennesseans	20
5	Intercorrelations of Sets of Rankings for Six Groups of Tennesseans	21
6	Intercorrelations of Sets of Rankings for Three Clusters of Tennesseans	22
7	Summary Rankings of Ten Education Issues for Elected and Appointed School Board Members and for Fiscal Authorities	23
8	Summary Rankings of Ten Education Issues for Elected and Appointed County Superintendents and Appointed City Superintendents	25
9	Superintendent Sub-group Intercorrelations and Selected Correlations Between Rankings of Elected and Appointed County Superintendents and Appointed City Superintendents and Other Groups of Tennesseans	25
10	Summary Rankings of Ten Education Issues for Principals of Elementary, Secondary, and Combined Tennessee Schools	27
11	Summary Rankings of Ten Education Issues for Elementary and Secondary Teachers in Tennessee	28
12	Summary and Composite Rankings of Ten Education Issues for Five Groups of Tennesseans Associated with County School Systems	30
13	Summary and Composite Rankings of Ten Education Issues for Five Groups of Tennesseans Associated with City/Special District School Systems	31
14	Summary and Composite Rankings of Ten Education Issues for Six Groups in East Tennessee	32
15	Summary and Composite Rankings of Ten Education Issues for Five Groups in Middle Tennessee	33
16	Summary and Composite Rankings of Ten Education Issues for Six Groups in West Tennessee	33
17	Intercorrelations of Composite Rankings for each of Three Grand Divisions and All Tennessee	34
18	Correlations Between Composite Rankings for each of Nine Planning and Development Regions and the Composite Ranking for Tennessee	35
19	Percentage of All Survey Participants Rating Issues A, B, or C	36
20	Summary Rankings of Ten Education Issues Appearing in Reverse Order on Two Forms	37
21	Comparison of Tennessee Composite Ranking and 1973 Gallup Ranking of Ten Education Issues	42

Table		Page
A-1	Summary and Composite Rankings of Ten Education Issues for Four Groups in the First Tennessee Planning and Development Region	76
A-2	Summary and Composite Rankings of Ten Education Issues for Six Groups in the East Tennessee Planning and Development Region	76
A-3	Summary and Composite Rankings of Ten Education Issues for Five Groups in the Southeast Tennessee Planning and Development Region	77
A-4	Summary and Composite Rankings of Ten Education Issues for Five Groups in the Upper Cumberland Planning and Development Region	77
A-5	Summary and Composite Rankings of Ten Education Issues for Five Groups in the Mid-Cumberland Planning and Development Region	78
A-6	Summary and Composite Rankings of Ten Education Issues for Five Groups in the South Central Tennessee Planning and Development Region	78
A-7	Summary and Composite Rankings of Ten Education Issues for Five Groups in the Northwest Tennessee Planning and Development Region	79
A-8	Summary and Composite Rankings of Ten Education Issues for Four Groups in the Southwest Tennessee Planning and Development Region	79
A-9	Summary and Composite Rankings of Ten Education Issues for Four Groups in the Memphis Delta Planning and Development Region	80
A-10	Computed Averages of Rankings Given Ten Critical Education Issues by Six Groups of Tennesseans	82
	Resultant Summary Rankings (Same as Table 3)	82

I. INTRODUCTION AND PURPOSE STATEMENT

INTRODUCTION

Periodic, rigorous polling of the various populations comprising the "public" concerning their perceptions of general trends and critical issues in public education is crucial to retaining public support and confidence for school programs. This pulse-taking, to be effective, needs to occur on national, state, and local levels, utilizing a variety of sampling techniques. Although systematic collection of information relative to public attitudes and preferences is common in many areas of governmental service, it has been—unfortunately—a rare activity in public education.

A notable exception is an annual survey of public attitudes toward education conducted by the prestigious Gallup polling organization since 1969, results of which are printed each fall in **Phi Delta Kappan.** This attitude measure is obtained by interview techniques from a rigorously designed "modified probability sample" of over 1500 adults. This sampling is a truly representative microcosm of the entire nation, having been selected using the latest available census figures. In addition to the obvious function of providing precise current information on the attitudes of the general public, the Gallup data also furnish a reliable indicator of developing trends and a bench-mark against which local and regional studies can be compared.

Each year several **specific** issues have been selected for Gallup investigation. The format used by the interviewers also includes several more **general,** permanent questions, foremost of which is the **critical issues** query: What are the biggest problems for the public schools in your community?" Issues most frequently cited in the past four years are summarized in Table 1.

The top three issues cited in each of these Gallup surveys: discipline, finances, and integration, were consistently high selections, indicating strong, on-going public concern. Drugs and the quality of teachers were other concerns which consistently received high ranking. Concern about the adequacy of school facilities has declined as a significant issue, while the pupil-teacher ratio has appeared in the listing as a matter of critical import to the adult public. Gallup has noted that the top three issues are ones that easily lend themselves to front-page news-

TABLE 1. PERCENTAGE OF GALLUP'S NATIONAL SAMPLE[1] CITING CRITICAL EDUCATION CONCERNS IN 1970, 1971, 1972, AND 1973

PERCENTAGE CITING TOP TEN ISSUES

Year	1970		1971		1972		1973	
Sample Size	N = 1592		N = 1562		N = 1614		N = 1627	
Question	BIGGEST PROBLEMS FOR COMMUNITY PUBLIC SCHOOLS							
Rank 1	Discipline	18	Finances	23	Discipline	23	Discipline	22
2	Integration	17	Integration	21	Financial Support	19	Integration	18
3	Financial Support	17	Discipline	14	Integration	18	Financial Deficiencies	16
4	Good Teachers	12	Facilities	13	Good Teacher Shortage	14	Good Teacher Shortage	13
5	Improved Facilities	11	Drugs	12	Oversized School/Classes	10	Drug Use	10
6	Drug Use	11	Teacher Competence	6	Parental Apathy	6	School/Class Size	9
7	Curriculum	6	Teacher Apathy	5	Inadequate Facilities	5	Poor Curriculum	7
8	Parent Apathy	3	Parental Apathy	4	Poor Curriculum	5	Parent Apathy	4
9	Transportation	2	Administration	3	Drugs	4	Facilities	4
10	School Board Policies	2	Curriculum	3			School Board Policies	4

[1](Gallup, 1970, 1971, 1972, 1973)

paper coverage. He also points out that there is growing sentiment on the part of the general public to call for accountability and improved efficiency from the public schools (1973).

In addition to this primary survey, Gallup annually asks the same questions of a smaller non-representative sample from a specific population sub-group. High school students were polled in 1970 and '71 and a mixed group of educators was queried in 1972 and '73. Students differed from the national sample of adults in that they showed considerably less concern about school financing, but saw more problems in the areas of teacher competence, inadequate facilities, and poor curriculum. The opinions of the educators regarding critical issues closely resembled those of the general public, with several notable exceptions. The educators perceived school financing as the uncontested primary problem, with parent-student apathy, curriculum, and facilities as other issues of high concern. Educators were less concerned about teacher competence than was the general public.

The Gallup effort has inspired several other studies on national or regional levels, usually involving a sample of some specific sub-group rather than the general public, and usually focusing on specific single issues or potential problem areas rather than a full measure of all critical issues. These studies are therefore similar to the Gallup sub-group effort and to the changing latter portion of the main Gallup surveys, but do not provide results that are comparable to the primary data collected by Gallup. Also the Gallup organization's precision and objectivity often are lost in the replications.

Wills and others (1972) used the Gallup critical issues query in sampling 496 secondary education majors at two major universities. This specialized population responded by listing an average of more than three issues per respondent (**vs.** 1¼ obtained by Gallup from the general public). These teachers-to-be did not cite integration and teacher competence, two of Gallup's consistent leaders, as significant problems in education. They did, however, show high concern with drugs, finances, curriculum, parent - pupil apathy, and administrative and school board policy.

Savage and Jones (1972) chose to focus on opinion of parents, using a questionnaire which was distributed randomly to 180 parents in 9 scattered states. This sample was not representative of the general public, but focused on suburban, middle-class families. The instrument was structured—not open-ended—and was not made available for critical scrutiny, leaving uncon-

firmed the suspicion that the opinions obtained may have been a function of the nature of the instrument. Savage and Jones found their suburban parent sample concerned most about the quality of instructional practices and personnel. Parents were generally satisfied with the school system, suspicious of educational experimentation or innovation, and showed low levels of concern about drugs, integration, and school finance. Parent responses tended to be very specific, closely related to the educational experience of their own youngsters, and seemed to show special sensitivity for the impact of various educational practices (student evaluation, grouping, testing) upon the self-concept of the child. The opinion of the Savage and Jones sample of parents appeared to resemble closely that found by Gallup among educators and by Wills among teachers-to-be, but was sharply divergent from the concerns of the general public, as tapped by the primary Gallup data.

In 1972 The National Education Association conducted a thorough study of instructional problems as perceived by a representative sample of almost 2,000 public school teachers. Although this study did focus on a specialized area (instruction), rather than measuring fully the broad range of critical issues, it is of some value in indicating the nature and degree of teacher concerns in that area. The four instruction-related problems most cited were: (1) pupil apathy, (2) over-crowded classes, (3) burdensome non-instructional duties, and (4) heterogeneous pupil grouping.

Of interest to Tennesseans is a regional needs assessment undertaken in 1971 by the Appalachia Educational Laboratory (Campbell, 1971). This study was designed to pinpoint critical educational problems in the region and select organizational objectives for 1976. Results from two surveys of school personnel, a survey of regional "experts", and a conference of 200 "decision-makers" were utilized in making these determinations. The resulting concerns and objectives focused on (1) improving reading skills, (2) emphasis on vocational and career education, and (3) efficient educational leadership and organization.

Thorough survey of related literature on the State level disclosed no recent, systematic study of critical issues in education on a state-wide basis in Tennessee. Even marginally related studies tended to be outdated, partisan, or haphazard.

The Tennessee Education Association (1974), in developing its proposed legislative action program for 1975-76, attempted to

comprehensively survey teacher concerns. Opinion was collected from a "tear-out" survey form published in the journal **Tennessee Teacher** and from minutes of ten regional meetings called specifically for the purpose of collecting such information. Although the tabulated results were not presented as statistically representative of all teachers, and tended to focus on specific professional concerns which could be legislated (e.g., duty-free lunch privileges, methods for calculating attendence, sick leave policies, retirement) rather than overall critical issues, they did give an informal barometer of teacher concerns. The responding teachers showed high levels of concern in three broad areas: (1) school financing, and staff salaries and fringe benefits; (2) increased staffing resulting in lower pupil/teacher ratios and more assistance from specialized teachers, and (3) professional improvement through rigorous standards and general teacher-training overhaul. The teachers did not indicate concern regarding integration, discipline, pupil-parent-public apathy, or school facilities.

Responding to growing public criticism of State-supported education, the House of Representatives of the 88th Tennessee General Assembly established a select study committee which conducted twelve days of hearings in seven cities during the fall of 1973. Testimony was collected from individuals representing various groups with high interest in, or strong opinions regarding, public education. The resulting staff report cited three major areas of concern: pupil deficiencies in basic skills, school discipline, and reduced public confidence in the educational system. Seventeen recommendations were addressed to ameliorating these concerns, most focusing on intensification of reading instruction in primary grades, improvements in teacher training, and administrative expansion and reorganization. The establishment of this Committee was a strong indication of government awareness of public discontent with the schools, and of the desire for accurate information on current opinion regarding critical issues. However, public hearings, vulnerable as they are to the pressures of special interest groups, do not provide a highly valid means for collecting the objective information desired. The staff report reflected the inadequacies of both the data collected and the supporting staff.

Several deficiencies seem obvious in analyzing efforts to collect opinion on critical issues in education.

(1) There is a need for careful, systematic studies of attitudes and preferences of the general public on local and state levels.

(2) There is a definite need for comprehensive comparative studies which use the same instruments and procedures to poll the numerous sub-groups of educators, governmental officials, parents, and general public. Comparisons between dissimilar studies of the specific sub-groups' opinions (regarding critical issues) are of limited validity and usefulness.

(3) Local studies, to be of real value and high reliability, require careful design, implementation of the design, and interpretation of the data. The slip-shod character of many local and state data collection and interpretation efforts is a disservice to the public, and provides a target for ridicule of educational research by the scientific community.

The present study was undertaken with the intention of concentrating on three areas of critical deficiency. The study encompasses:

(1) a full, open-ended study to provide a broad measure of critical issues in Tennessee education (Phase One)

(2) a systematic, replicable, and objective measure of critical issues opinion (Phase Two)

(3) a comparative measure of opinion of six distinct subgroups.

PURPOSE

The purpose of this study was to obtain objective evidence of the opinions of Tennesseans concerning the critical issues in education in the State during the period 1973-74. This involved (1) identifying no more than ten key educational issues, then (2) having the issues ranked in order of importance by six groups of Tennesseans involved directly or indirectly in the educational process.

II. SURVEY DESIGN AND IMPLEMENTATION

PHASE ONE

To facilitate the gathering of objective data from a large sample of Tennesseans, a concise listing of current eductional concerns was needed. The method chosen for identifying the issues for this listing involved mailing a preliminary survey instrument to a small sample of the same groups that later participated in ranking the issues.

Six groups of Tennesseans were selected to represent professional and lay opinion with regard to education issues in the State. Superintendents, principals, and teachers in public school systems were surveyed to obtain the opinions of professionals. As representatives of the public exercising fiscal and/or policy-making responsibility in connection with public education, quarterly county court members, city council members, and school board members were chosen to provide the lay point of view.

The preliminary survey instrument consisted of a 5" x 8" business reply card on which the respondent was asked to "list as many as you wish of what you consider to be the most critical issues, or pressing concerns, in education in Tennessee today." This card, accompanied by a letter explaining the purpose of the survey (both card and letter are included in Appendix A), was mailed to at least four individuals in each of the State's 146 school systems: one teacher, one principal, one school board member, and one city council or county court member (whichever group appropriated funds for the system). Fifteen (or 10% of the 146) superintendents also received the preliminary instrument, so fifteen of the State's systems were represented in the initial survey sample by five individuals. Every individual selected to participate in the initial survey to identify critical issues was chosen at random from the current list of the members of his particular group in his school system (e.g., the school board member selected to represent the Knox County system was chosen at random from a list of Knox County School Board members).

The list of Tennessee teachers from which selections were made came from the State's PR-2 computer tape obtained from Dr. Howell Todd, Coordinator, Planning and Evaluation, in the

State Department of Education. The list of principals and superintendents was taken from the State Department's **Directory of Public Schools for 1972-1973.**

Names and addresses of school board members were obtained from **Tennessee School Boards Association Directory of Superintendents and School Board Members, State of Tennessee. January 15, 1973.** Names and addresses of city council members associated with each city, town, or special district school system were taken from **Directory of Tennessee Municipal Officials. 1973-74.** (Eckard, 1973) compiled by the Municipal Technical Advisory Service Institute for Public Service at the University of Tennessee, Knoxville. Finally, the Tennessee County Services Association, Nashville, provided a list of the names and addresses of quarterly county court members in the State.

Fewer than 200 of the individuals who received the preliminary survey instrument, which was mailed early in October 1973, took time to write down their ideas about current critical issues and return the business reply card. Although the response rate was low, the list of issues mentioned most frequently by this sample of Tennesseans bore a striking resemblance to the list compiled by Gallup in his national survey of public attitudes toward education in 1973. Thus it was felt that the results of the probe with the preliminary survey instrument could provide a valid starting point for the concise listing of current educational concerns needed for Phase Two of the survey.

Since Phase Two survey participants would be asked to rank a set of educational issues in order of importance, the decision was made to construct a listing of issues that would include no more than seven to ten of the most frequently mentioned issues from the preliminary survey instrument. As it happened, the frequency-of-mention criterion resulted in the identification of **ten** issues which were clearly of more concern to Phase One respondents than the other items they mentioned.

The Issues

A considerable amount of effort was expended to **name** the issues in as concise a manner as possible for listing, with instructions, on a second 5" x 8" reply card. The issues were purposely stated in a general way so as to encompass both **pro**

and **con** positions that might exist in the population to be surveyed.

The list of issues (**not** in order of importance) which finally was obtained from responses to the preliminary survey instrument included:

- Teacher competence
- Vocational education programs
- Size of classes-overcrowding and overloaded staff
- Improvement of general curriculum
- Special education programs
- Financing education - including salaries
- Discipline
- Lack of concern by pupils, staff, parents, and public
- Inadequate facilities
- Administrative reform and/or reorganization

The term **teacher competence** was used to encompass a range of concerns related to the ability of teachers to carry out their responsibilities in a satisfactory manner. Respondents expressed feelings that some teachers lacked maturity, a sense of responsibility, a professional attitude toward their work. Some teachers seemed to have a poor attitude toward students or were too permissive, or perhaps too militant, according to the responses received. Involvement of politics in the hiring and firing of teachers was not seen as a positive contribution to the improvement of teacher competence. Some respondents were concerned about tenure policies, feeling that older teachers were not sufficiently adaptable to change and that the granting of tenure made it difficult to replace incompetent personnel. Performance evaluation was mentioned as a crucial need in the endeavor to improve teacher competence; more realistic preservice and in-service education, and up-grading of teacher preparatory programs at Negro colleges and universities were also mentioned in this connection. Due to shortages of trained professionals in such areas as special education, pre-school education, mathematics, art, and music, some teachers were teaching subjects for which they were not certified or even trained. Other teacher weaknesses causing respondents concern included poor communication skills, ignorance of behavioral modification techniques, inability to utilize paraprofessional assistance efficiently, and lack of competence in using audio-visual equipment or materials.

The national emphasis given to career education in 1973

doubtless was responsible for the strong interest on the part of survey respondents in **vocational education programs.** A statewide program of career education aimed at all grade levels with sufficient funding for adequate facilities and well-trained personnel was the goal expressed.

Teachers, principals, and superintendents responding to the request to identify critical issues expressed concern about **size of classes.** Most seemed to feel that failure to enforce State guidelines for class size was the chief problem in this area. With more students in a classroom than the room was designed to hold, and/or more students in a class than a single teacher should be expected to teach, individualization of instruction is impossible, and any kind of instructional program is thereby jeopardized.

Vocational and special education were specific curricular areas that seemed to be of particular interest to survey respondents in 1973-74. But **improvement of the general curriculum** also ranked high as an area of concern, especially among city council, county court, and school board members. Individuals representing these groups called for more emphasis on reading, writing, and arithmetic, with special attention given to reading. "Get back to basics," seemed to be their message. There was disagreement, however, with those who felt that the current proliferation of courses was responsible for a decline in the quality of basic learnings. Some respondents felt that, especially in small schools and in rural areas, more electives should be offered in order to increase student interest and motivation. Suggested additions to the curriculum included art, music, science, mathematics, kindergarten, office education, physical education, and foreign languages. Periodic evaluation and consequent revision of the curriculum received strong recommendations.

Like vocational education, **special education** was in the spotlight both at the national level and at the state level in 1973-74. Survey respondents expressed concern about educational programs for the gifted as well as the physically and mentally handicapped. Needs for more money, better facilities, and more trained personnel were indicated. Teachers and administrators also voiced serious concern about the results of placing educable mentally retarded students in regular classrooms (a practice which may be necessary in some situations due to recent State legislation requiring that **all** handicapped students be given access to public schooling).

Some survey respondents expressed the opinion that **financing education** was the **only** critical issue in Tennessee education: with sufficient funds all the other concerns could be alleviated. The initial survey instrument brought in more references to money and money-related matters than to any other issue. Teachers wanted higher salaries; administrators wanted more money for facility maintenance and improvement; and the lay groups wanted the State to furnish a larger percentage of the funds than ever before. Some respondents were ready to join a crusade to replace Tennessee's property tax with an income tax in order to increase the total of funds available for education.

Discipline was the term used by some respondents to refer to the problems with students that had resulted from a deterioration of their respect for authority. Both verbal and physical student attacks on teachers were cited as evidence of this deterioration.

Discipline and **lack of concern** are related issues since undoubtedly discipline problems result, at least in part, from a lack of concern on the part of pupils, staff, parents, and the public. Respondents felt that community support of schools was at an all-time low, the public having lost faith in the educational process employed in the public schools. Parents were not interested in becoming involved in the education of their children nor in encouraging their offspring to do well in school. Refusal of parents to support the school in disciplinary matters was mentioned as a further indication of their lack of concern. Some teachers were responding to the indifference of others with apathy of their own. Lack of dedication on the part of some teachers was cited as a critical educational issue by several teachers and administrators.

Many survey respondents were troubled by the existence of inadequate facilities: outdated physical plants, poorly maintained, housing more students than designed for, with dim prospects for obtaining new facilities or needed improvements in existing ones. Facilities for libraries, indoor play, and vocational courses headed the list of needs mentioned by respondents.

Administrative reform and/or reorganization appeared to be the required solution for a variety of concerns about operations at both local and State levels. Confusion and instability in the State Department of Education, as well as lack of innovative leadership there, were pointed out by several respondents. Some suggested a State-wide reduction in the number of teachers a school must have before a full-time principal could be appointed. The need

for more effective channels of communication between state and local education agencies was mentioned. Personnel working in small school systems suggested combining several small systems, perhaps even going so far as to specify that no county have more than one school system. At the local level the following administrative changes were suggested: improving money management and cutting waste in school budgets; increasing teacher, pupil, and parent participation in school administration; changing the method of naming a school superintendent (from election to appointment by the board of education or **vice versa**); opening more administrative positions to blacks and other minorities; removing politics from the hiring and firing of teachers; changing the school calendar to permit twelve months of operation; and investing fiscal responsibility for the schools in the board of education.

PHASE TWO

Responses to the preliminary survey instrument resulted in a list of ten most-frequently-mentioned educational issues. This list, along with instructions for evaluating the issues in two ways, was printed on a 5″ x 8″ business reply card. The card and an explanatory letter (see Appendix A for a copy of each) were mailed to all superintendents and to a sample of teachers, principals, school board members, county court members, and city council members throughout the State.

Directions to Respondents

Survey respondents were asked to indicate in two ways the relative importance of the ten education issues listed on the reply card. Instructions to **rank** the issues in order of importance from 1 (most critical issue) to 10 (least critical issue) forced the respondent to attach some significance to **every** issue. A given respondent might have considered only two or three of the issues to be of key importance, but he had to rank all of them. Thus issues given rankings in the middle range by this individual would actually be receiving more weight than he felt they should have.

Consequently, a second scale was added to the form to allow the respondent to **rate** the issues 'A' (of critical importance), 'B' (of some importance), or 'C' (of little or no importance). Thus the individual who considered only three issues to be of real importance could rate those issues 'A' and all others 'C'. A respond-

ent who felt all ten issues were worthy of serious consideration could rate all ten 'A'.

Parallel Forms

To minimize the possibility that the order of presentation of the issues on the reply card would have an effect on the order of the rankings, two forms of the reply card were printed. On a yellow card the list of issues began with 'teacher competence' and ended with 'administrative reform'. On a blue card the listing was reversed: 'administrative reform' appeared first and 'teacher competence' last. The two forms were alternated so that within each of the six groups surveyed one-half the sample was sent a yellow form and one-half was sent a blue form.

The Sample

Some local school boards and city councils in the State consisted of only two members. Thus, to give each of the 146 school systems an equal opportunity[1] for representation from lay policy-making bodies and fiscal authorities, the Phase Two survey instrument was mailed to two school board members from each school system; and to two city council members if a city, town, or special district system, or to two quarterly county court members if a county system. (Where fiscal authority for a county school system was exercised by a county council or metropolitan council, two members of this body were included in the sample in the place of quarterly county court members.)

In order to obtain the broadest range of opinion from these politically sensitive groups, no school board, city council, or county court member who had been contacted for participation in the Phase One survey was included in the Phase Two sample unless the body consisted of only two members. In order to select the sample from each governing body the members of the school board, and of the city council or county court associated with each system, were assigned numbers and a table of random numbers was used to determine which individuals would be included in the sample.

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[1]Since there was no consistent relationship between size of school system and size of school board, city council, or county court, there was no point in attempting to devise a proportional method of representation based on size of school system.

For two reasons the entire population of school superintendents was included in the Phase Two survey: (1) this was an important group and small enough (146) to include without sampling, and (2) in order to compare the responses of elected superintendents with those of appointed superintendents, it was desirable to maximize the total of respondents in the superintendent category.

To facilitate selection of a stratified random sample of principals and teachers, the schools included in **Directory of Public Schools for 1972-73** (Tennessee State Department of Education, 1973) were listed according to a six-fold classification scheme:

County System	City, Town, Special District System
(1) Elementary School	(4) Elementary School
(2) Secondary School	(5) Secondary School
(3) Combined School (Grades 0-12 or 1-12)	(6) Combined School (Grades 0-12 or 1-12)

A school was classified as an elementary school if, according to the **Directory,** the grade spread was:

0-1	1-1	2-2	3-3	4-4	5-5	6-6	7-7	8-8
0-2	1-2	2-3	3-4	4-5	5-6	6-7	7-8	
0-3	1-3	2-4	3-5	4-6	5-7	6-8	7-9	
0-4	1-4	2-5	3-6	4-7	5-8			
0-5	1-5	2-6	3-7	4-8				
0-6	1-6	2-7	3-8					
0-7	1-7	2-8						
0-8	1-8							

A school was classified as a secondary school if its grade spread was given as:

7-10	8-9	9-10	10-10	11-11	12-12
7-11	8-10	9-11	10-11	11-12	
7-12	8-11	9-12	10-12		
	8-12				

This classification scheme yielded the following numbers of schools in each category:

County Elementary Schools	992	City/Special Elementary Schools	383
County Secondary Schools	207	City/Special Secondary Schools	68
County Combined Schools	61	City/Special Combined Schools	13

The schools in each category were assigned a number, then a table of random numbers was used to select ten percent of the schools in each category. The principal of each of these schools, a total of 176 principals, was thus selected as a participant in the Phase Two survey. Since principals were considered a more homogeneous group with regard to opinion on educational issues than school board, city council, or county court members, no attempt was made to assure that principals contacted in Phase One of the survey would **not** be asked to participate in Phase Two (i.e., this assurance probably would not have resulted in a significant broadening of the range of principal opinion expressed in the survey).

To obtain a sample of teachers for participation in Phase Two, the stratification of schools prepared for the process of selecting principals was used again. The same randomizing procedure was followed to select one-quarter of the schools within each of the six categories. Then the listing of teachers for each of these 433 schools was consulted. If the staff of a given school consisted of 25 or fewer teachers, a table of random numbers was employed to select one teacher from the school for participation in the Phase Two survey. Two teachers were selected from each school having 26 or more teachers. Two teachers — one elementary and one secondary — were selected from each combined (grade spread 0-12 or 1-12) school regardless of staff size. This process resulted in a sample of 547 teachers for Phase Two participation.

Survey instruments were mailed to the 1453 individuals in the survey sample (representing city council members, county court members, school board members, superintendents, principals, and teachers) during November and December 1973. A

follow-up mailing to non-respondents was undertaken in January 1974.

Treatment of Data

All survey instruments were coded by county, type of school system, group (city council, teacher, etc.), election or appointment to office (if applicable), school organizational level (elementary, secondary, combined; if applicable), Grand Division of the State (see Appendix B), and Planning and Development Region (see Appendix C). Responses were keypunched, then processed using an IBM 360/65 computer. Responsibility for keypunching and programming was assumed by Mrs. Alice Beauchene, programmer, at the University of Tennessee Computing Center.

III. SURVEY FINDINGS

THE RESPONDENTS

Approximately 54 percent of the individuals asked to rank the ten education issues identified in this study returned survey instruments. Unfortunately, some of the replies were not usable because respondents had not ranked all items, or had used a ranking system that yielded results not compatible with the results of the 1 to 10 ranking called for in the instructions. Consequently, data analyses were based on the replies of 736 persons, approximately 51 percent of the 1453 individuals in the survey sample. Table 2 shows the number and percentage of individuals in each of the six survey groups who submitted usable forms. Professional opinion was rather well represented; lay opinion was rather poorly represented.

TABLE 2. NUMBER AND PERCENTAGE OF INDIVIDUALS IN EACH OF SIX GROUPS RESPONDING TO SURVEY

	CITY COUNCIL	COUNTY COURT	SCHOOL BOARD	SUPERINTENDENTS	PRINCIPALS	TEACHERS	TOTAL
Number of Respondents	28	67	113	107	104	317	736
Total in Sample	102	190	292	146	176	547	1453
Response Percentage	27.4	35.2	38.7	73.3	59.1	58.0	50.7

As will be shown, the extent of agreement between these groups of Tennesseans regarding the relative importance of the issues utilized in this survey was so great that issue rankings of several groups could be combined without altering general conclusions based on the data. Therefore, the key questions for assessing the representativeness of survey response became

(1) How adequately was the State represented geographically? and

(2) How adequately were county and city/special district school systems represented?

In response to the first question, replies were received from individuals in all of the State's ninety-five counties. An average of eighty-two replies was obtained from each of Tennessee's nine Planning and Development Regions (a map showing the boundaries of these Regions is included in Appendix C). In 1973, 43.1 percent of Tennessee's public schools were located in East Tennessee, 32.1 percent in Middle Tennessee, and 24.8 percent in West Tennessee (Banta, 1973, p. 64). This distribution may be taken as indicative of the distribution of population throughout the State, at least for the purposes of this study. Percentages of survey returns from the Grand Divisions of the State (see Appendix B for a listing of counties in each Grand Division) approximated these figures closely: 43 percent of the replies came from East Tennessee, 30.8 percent from Middle Tennessee, and 26.2 percent from West Tennessee.

In 1973, 73.5 percent of Tennessee's public schools were in county systems and 26.5 percent were in city/special district systems (Banta, 1973, p. 146). In the present study, then, city/special district systems were slightly over-represented. Of the 736 survey instruments returned 244, or 33.2 percent were from individuals associated with city/special district systems, and 492, or 66.8 percent were from individuals associated with county systems.

COMPOSITE RANKING OF ISSUES

Rankings assigned to each issue by individuals in each of the six groups surveyed (i.e., city council, quarterly county court, and school board members; superintendents, principals, and teachers) were summed, then averaged (see Appendix E). By assigning

the rank of 1 to the issue given the lowest average ranking by a particular group, and continuing to number that group's issues through 10 (the issue with the highest average ranking), a summary ranking of the ten critical education issues was calculated for each group. Table 3 presents the summary rankings for the six groups of Tennesseans included in the survey.

A composite ranking for all Tennesseans surveyed was calculated in the following way. Sums of rankings for each issue across six groups were weighted[1], then summed and averaged. The average rankings were then ranked from 1 to 10, as above, to yield the composite ranking for all groups of Tennesseans surveyed. This 'Tennessee composite' ranking appears as the last column of Table 3.

Listed in order from most important to least important the ten issues were:

(1) Financing education—including salaries

(2) Teacher competence

(3) Vocational education programs

(4) Discipline

(5) Lack of concern by pupils, staff, parents, and public

(6) Size of classes—overcrowding and overloaded staff

(7) Improvement of general curriculum

(8) Inadequate facilities

(9) Special education programs

(10) Administrative reform and/or reorganization

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[1]More teachers (a total of 317) returned survey instruments than any other group. In order to make the contribution to the composite ranking of each of the other five groups equal to the input of teachers, the raw sums of issue rankings for these five groups had to be weighted using a factor equivalent to 317/number of respondents in the group. That is, the sum of rankings for each issue within the city council grouping was multiplied by 317/28; for county court members the factor used was 317/67; for school board members 317/113; for superintendents 317/107; and for principals 317/104. To obtain an average for each issue, the total of weighted sums of rankings across the six groups was divided by 317 x 6 or 1902.

TABLE 3. SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR SIX GROUPS OF TENNESSEANS

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	TENNESSEE COMPOSITE
TCHR COMPETENCE	1	3	2	3	2	5	2
VOCATIONAL EDUC	2.5	2	1	2	7	6	3
CLASS SIZE	6	7	5	9	3	2	6
GEN CURRICULUM	8	6	7	6	5	7	7
SPECIAL EDUC	9	10	9	7	8	8	9
FINANCING EDUC	4.5	5	3	1	1	1	1
DISCIPLINE	2.5	1	4	8	4	3	4
APATHY	4.5	4	6	5	6	4	5
FACILITIES	7	8	8	4	9	9	8
ADMIN REFORM	10	9	10	10	10	10	10
TOTAL NUMBER IN EACH GROUP	28	67	113	107	104	317	736

Coefficient of concordance : .693
Chi square, 9df. : 37.439
Probability of independence : .000

The statistics below Table 3 indicate that there was substantial agreement among these six groups of Tennesseans with regard to the relative importance of the specified set of ten education issues. To calculate the degree of association between three or more sets of rankings, the nonparametric statistic Kendall's coefficient of concordance (W) may be used (Siegel, 1956, pp. 229-238). Since ten issues were ranked, the chi square distribution was utilized to calculate the significance of W. According to tabled values, if chi square in this case exceeded 21.67, W could be considered significant at the .01 level. If W were significant, one would reject the hypothesis that the six sets of rankings were independent. Obviously, the calculated value of chi square (37.439) exceeded the tabled value of 21.67, thus the probability that the six sets of rankings were independent was negligible. The conclusion is that the sets of rankings were highly associated.

This high degree of association between sets of rankings was maintained when the rankings obtained for clusters of related groups were examined (see Table 4). The rankings of city council and county court members were combined (with raw sums of city council rankings being weighted to make them equivalent in value to the input from county court members) to form a

"governmental" or "fiscal authority" cluster. School board members stood alone as "policy makers." A cluster of "school professionals" was formed by combining the rankings of superintendents, principals, and teachers (with raw sums of superintendent and principal rankings being weighted to make them equivalent in value to the input from teachers).

TABLE 4. SUMMARY RANKINGS OF TEN ISSUES FOR THREE CLUSTERS OF TENNESSEANS

	FISCAL AUTHORITIES	POLICY MAKERS	SCHOOL PROFESSIONALS
TCHR COMPETENCE	1	2	2
VOCATIONAL EDUC	3	1	4
CLASS SIZE	6	5	3
GEN CURRICULUM	7	7	7
SPECIAL EDUC	9	9	9
FINANCING EDUC	5	3	1
DISCIPLINE	2	4	5
APATHY	4	6	6
FACILITIES	8	8	8
ADMIN REFORM	10	10	10
TOTAL NUMBER IN EACH GROUP	95	113	528

Coefficient of concordance : .898
Chi square, 9df : 24.236
Probability of independence : .004

There was perfect agreement among the clusters of respondents that 'improvement of general curriculum', 'inadequate facilities', 'special education programs', and 'administrative reform' should be ranked 7, 8, 9, and 10, respectively. However, with respect to 'financing education', the issue ranked first in the composite, there was a difference of opinion. School professionals saw this as the most important issue, but fiscal authorities ranked it fifth. School board members — the policy makers — took a middle position, ranking financing third.

Policy makers and school professionals differed in their perceptions of the importance of 'vocational education' as an issue. The school board members considered it the most important issue of all, while school professionals ranked it fourth. Fiscal authorities, in ranking 'vocational education' third, appeared closer to school professionals here than to policy makers.

Fiscal authorities differed from school professionals, however, in the ranking given to 'discipline'. Fiscal authorities considered 'discipline' second only in importance to 'teacher competence'. School professionals were only moderately troubled by discipline problems, giving 'discipline' a ranking of 5. With their ranking of 4, school board members were closer in this instance to the school professionals.

'Size of classes' proved to be a matter of more concern to school professionals (who ranked it 3) than to policy makers (who ranked it 5) or to fiscal authorities (who ranked it 6). 'Lack of concern' by pupils and teachers, parents, and the public was viewed as a greater problem by fiscal authorities (ranking of 4) than by policy makers or school professionals (both ranking it 6).

While there was substantial agreement among the clusters that 'teacher competence' was a top issue, fiscal authorities tended to be slightly more concerned about it (with a ranking of 1) than school board members or school professionals (with rankings of 2).

GROUP INTERCORRELATIONS

Analysis of the degree of association among the rankings of the various groups included in the present survey would not be complete without a look at correlations between **pairs** of groups. The Spearman rank correlation coefficient (r_s) was employed to measure the extent of association between the fifteen pairs of survey groups (Siegel, 1956, pp. 202-213). Table 5 presents the group intercorrelations. With ten issues to be ranked, r_s must equal or exceed .564 to be significant at the .05 level, and .746 to be significant at the .01 level.

TABLE 5. INTERCORRELATIONS OF SETS OF RANKINGS FOR SIX GROUPS OF TENNESSEANS

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR
CITY COUNC	1.000	.910***	.922***	.558	.631*	.619*
CNTY COURT		1.000	.643***	.419	.528	.564*
SCH BRD			1.000	.637*	.697*	.673*
SUPT				1.000	.358	.261
PRIN					1.000	.879***
TCHR						1.000

*Significant at the .05 level
***Significant at the .001 level

Table 5 shows a very high level of agreement between city council and county court members — the 'fiscal authorities' — with regard to the ranking of the ten survey issues. Fiscal authorities and 'policy makers' — school board members — certainly saw eye-to-eye on these issues. The other pair showing a highly significant degree of agreement consisted of principals and teachers.

Good agreement existed between teachers and all other groups except superintendents. Principals tended to think most like teachers, then school board and city council members; but not so much like county court members or superintendents.

By far the most divergent of the six groups surveyed was the group of superintendents. At least with regard to the relative importance of the ten education issues used in this survey, superintendents' views were quite different from those of teachers, principals, and county court members. The coefficient of correlation between superintendents' rankings and rankings of city council members approached significance, but the only group with which superintendents showed substantial agreement was the one containing school board members. With reference to specific issues, superintendents tended to see 'inadequate facilities' as a more important issue (ranking of 4 compared with composite ranking of 8), and 'size of classes' and 'discipline' as less important issues (rankings of 9 and 8, respectively, compared with composite rankings of 6 and 4) than did the other groups of respondents.

Intercorrelations for pairs of the six groups of Tennesseans (as reported in Table 5) revealed some differences that were lost when several of the groups were combined to form clusters (as in Table 4). The high coefficients of correlation that appear in Table 6 are indicative of the significant degree of agreement between the three clusters of Tennesseans concerning the importance of various education issues.

TABLE 6. INTERCORRELATIONS OF SETS OF RANKINGS FOR THREE CLUSTERS OF TENNESSEANS

	FISCAL AUTHORITIES	POLICY MAKERS	SCHOOL PROFESSIONALS
FISCAL AUTHORITIES	1.000	.890***	.757**
POLICY MAKERS		1.000	.890***
SCHOOL PROFESSIONALS			1.000

**Significant at the .01 level
***Significant at the .001 level

SUBGROUPS

Elected and Appointed School Boards

In 1973-74 election by popular vote constituted the principal method for selecting school board members in 72 county systems and 28 city/special district systems (Tennessee School Boards Association, 1973a). In 23 counties the majority of school board members was appointed, either by the quarterly county court or, as in the Metropolitan Nashville-Davidson County system, by the Mayor with approval from the Metro Council. In 23 city/special district systems appointment by the city council or commission was the chief means of filling school board positions. Proponents of election and advocates of appointment both argue that theirs is the better means for selecting school board members who are competent and responsive to the educational needs of the community. Was there a difference between elected and appointed school board members in their abilities to sense prevailing local sentiment concerning key education issues? Did the two groups differ significantly from each other in their rankings of the ten survey issues? Table 7 suggests some answers.

TABLE 7. SUMMARY RANKINGS OF TEN EDUCATION ISSUES FOR ELECTED AND APPOINTED SCHOOL BOARD MEMBERS AND FOR FISCAL AUTHORITIES

	ELECTED SCH BRD	APPOINTED SCH BRD	FISCAL AUTHORITIES
TCHR COMPETENCE	1.5	2	1
VOCATIONAL EDUC	1.5	1	3
CLASS SIZE	4	5	6
GEN CURRICULUM	8	6	7
SPECIAL EDUC	9	8	9
FINANCING EDUC	3	4	5
DISCIPLINE	5	3	2
APATHY	6	7	4
FACILITIES	7	9	8
ADMIN REFORM	10	10	10
TOTAL NUMBER IN EACH GROUP	72	41	95

r_s between rankings of elected and appointed school board members: .900 (significant at .001 level)

r_s between rankings of elected school board members and Tennessee composite: .912 (significant at .001 level)

r_s between rankings of appointed school board members and Tennessee composite: .867 (significant at .001 level)

r_s between rankings of elected school board members and fiscal authorities: .846 (significant at .001 level)

r_s between rankings of appointed school board members and fiscal authorities: .879 (significant at .001 level)

The statistics indicate that the thinking of elected and appointed school board members was strikingly similar, at least with regard to the relative importance of the ten survey issues. Rankings for both sub-groups were in substantial agreement with the composite ranking for Tennessee and responses of both groups were significantly related to responses of fiscal authorities — the city councils and county courts responsible for appointing almost one-third of the school boards. The differences that did exist between school board members and other groupings were due to: (1) less concern about financing education among both elected and appointed school board members than the Tennessee sample in general, (2) stronger feelings about 'lack of concern' on the part of fiscal authorities than by appointed school board members, and (3) a higher ranking for 'discipline' by fiscal authorities than by elected school board members.

Elected and Appointed Superintendents

According to a 1973 research report of the Tennessee School Boards Association (T.S.B.A., 1973a) 75 superintendents of county school systems were elected to their positions by popular vote; all superintendents of city/special district systems were appointed by their local boards of education, and 17 county superintendents were appointed by their quarterly county courts (p.4). For the purposes of this study, then, superintendents were divided into three sub-groups: 'county elected', 'county appointed', and 'city appointed'.

The issue of election **vs.** appointment of superintendents came up in several of the replies to the initial survey which sought to identify critical concerns for use in the second phase of this study. Was there a difference in thinking between superintendents who were given their jobs by vote of the people and those who were appointed? Was there a difference between superintendents appointed by school boards, and those appointed by county courts? Did any one of the sub-groups tend to reflect more accurately than the others the general opinion of Tennesseans concerned with education? How did the sub-groups of superintendents compare with other groups of Tennesseans in their perceptions of the critical issues used in the present survey? Data presented in Tables 8 and 9 provide some answers to these questions.

The opinion of superintendents regarding relative issue priorities was less in accord with the thinking of the rest of the Ten-

nesseans surveyed than was the opinion of any other group included in the survey sample. Table 9 provides an indication of the relationship between the sub-groups of superintendents and the other survey groups.

TABLE 8. SUMMARY RANKINGS OF TEN EDUCATION ISSUES FOR ELECTED AND APPOINTED COUNTY SUPERINTENDENTS AND APPOINTED CITY SUPERINTENDENTS

	COUNTY ELECTED	COUNTY APPOINTED	CITY APPOINTED
TCHR COMPETENCE	3	3	2
VOCATIONAL EDUC	2	4	3
CLASS SIZE	7	6.5	9
GEN CURRICULUM	9	8	4
SPECIAL EDUC	8	6.5	5
FINANCING EDUC	1	1	1
DISCIPLINE	6	9	8
APATHY	5	2	7
FACILITIES	4	5	6
ADMIN REFORM	10	10	10
TOTAL NUMBER IN EACH GROUP	53	16	38

TABLE 9. SUPERINTENDENT SUB-GROUP INTERCORRELATIONS AND SELECTED CORRELATIONS BETWEEN RANKINGS OF ELECTED AND APPOINTED COUNTY SUPERINTENDENTS AND APPOINTED CITY SUPERINTENDENTS AND OTHER GROUPS OF TENNESSEANS

	County Elected	County Appointed	City Appointed
County Elected	1.000	.893***	.684*
County Appointed		1.000	.765**
City Appointed			1.000
Tennessee Composite	.830***	.693*	.648*
School Board	.782**	.628*	.576*
County Court	.564*	.331	.310
Principals	.467	.373	.467
Teachers	.491	.391	.225

*Significant at .05 level
**Significant at .01 level
***Significant at .001 level

Good agreement existed between elected and appointed county superintendents, the chief difference between them being

a greater concern about 'discipline' among the elected sub-group. City superintendents tended to think more like the appointed county superintendents than like the elected ones, but even so, significant differences were apparent. 'Improvement of general curriculum' and 'special education programs' were issues of more importance to city superintendents than to either of the county sub-groups. Both sub-groups associated with county systems saw 'lack of concern' as a bigger problem than did city superintendents. 'Discipline' was more important to elected county superintendents than to either of the other superintendent sub-groups.

Other correlations in Table 9 indicate that generally speaking, the issue rankings of elected county superintendents were most like the Tennessee composite and the rankings of the other groups surveyed, rankings of city superintendents were the most different, and appointed county superintendents usually occupied a position in between elected county and city superintendents. Interestingly enough, elected county superintendents were closer in thinking than appointed county superintendents even to county court members — those who appointed the 'appointed' superintendents. County court members saw 'discipline' as the number one issue while their appointees ranked it ninth. Both elected and appointed county superintendents viewed financing and 'inadequate facilities' as more important issues than did county court members.

Elected county superintendents also shared more opinions with school board members than did school-board-appointed city superintendents. City superintendents saw 'special education programs' as a more important issue, 'size of classes' and 'discipline' as less important issues than did school board members. All three sub-groups of superintendents were more concerned about 'inadequate facilities' and less troubled about 'discipline' than were school board members.

Since issue rankings by principals and teachers were so highly related, it was not surprising that their differences with superintendents were similar. In general, superintendents tended to view 'vocational education programs' and 'inadequate facilities' as more important, and 'size of classes' and 'discipline' as less important than did principals and teachers.

In short, superintendents, the most divergent of the six groups of Tennesseans sampled, considered 'inadequate facilities' a

more important issue and 'discipline' a less important issue than did the other groups. Superintendents felt more strongly about 'financing education' than did county court members, more strongly about 'vocational education programs' than principals and teachers, and less strongly about class size than principals and teachers.

City superintendents, the most divergent sub-group, differed from their fellow superintendents in that they viewed 'improvement of general curriculum' and 'special education programs' as more important issues and 'lack of concern' as a less important issue than did the others. In comparison with all Tennesseans surveyed, city superintendents were more concerned about improving curriculum and special education and less concerned about 'discipline' and class size.

Principals of Elementary, Secondary, and Combined Schools

Administrative responsibilities and concerns must differ somewhat for principals of elementary, secondary, and combined (grades K-12 or 1-12) schools. But did principals dealing with each of these organizational levels differ significantly in their perceptions of the ten education issues utilized in the present study? Table 10 and its accompanying statistics were designed to reveal such differences if they existed.

TABLE 10. SUMMARY RANKINGS OF TEN EDUCATION ISSUES FOR PRINCIPALS OF ELEMENTARY, SECONDARY, AND COMBINED TENNESSEE SCHOOLS

	Elementary	Secondary	Combined
TCHR COMPETENCE	3	4	2
VOCATIONAL EDUC	7	3	10
CLASS SIZE	2	6	4
GEN CURRICULUM	5	2	7.5
SPECIAL EDUC	8	7	9
FINANCING EDUC	1	1	7.5
DISCIPLINE	4	8	3
APATHY	6	5	1
FACILITIES	9	9	5.5
ADMIN REFORM	10	10	5.5
TOTAL NUMBER IN EACH GROUP	77	24	3

r_s between rankings of elementary and secondary principals: .636 (significant at .02 level)

r_s between rankings of elementary principals and Tennessee composite: .757 (significant at .01 level)

r_s between rankings of secondary principals and Tennessee composite: .697 (significant at .02 level)

Although the percentage of respondents in each of the three 'principal' categories approximates the percentage of schools in each of these categories State-wide, the number of respondents in the 'combined' category was too small to include in statistical analyses. Suffice it to say that principals of combined schools appeared to see 'lack of concern' and 'administrative reform' as much more important issues than did the Tennessee sample in general; and these principals seemed to consider 'financing education' and 'vocational education' as less important than did all Tennesseans surveyed.

Even though the correlations were significant between rankings by elementary and secondary principals, and between rankings by the principals and the Tennessee composite, a substantial amount of the variance among these groups was unaccounted for by shared elements. Thus there may be some interest in looking at the chief differences between these categories of respondents.

Elementary principals tended to view 'vocational education' as a much less important issue than did secondary principals and all Tennesseans surveyed. These principals were more concerned about 'size of classes' than secondary principals or the composite of all groups sampled. Secondary principals evidenced more concern about 'improvement of general curriculum' than did elementary principals and all Tennesseans. 'Discipline' was less of a concern to secondary principals than to the other two groupings.

Elementary and Secondary Teachers

Elementary and secondary teachers certainly face different tasks, but did they differ significantly in the way they viewed critical issues in Tennessee education in 1973-74? Did the rankings of issues by either group differ from the composite ranking for Tennessee? Table 11 and its accompanying statistics present data related to these queries.

Rankings of the ten survey issues for elementary and secondary teachers were significantly related, yet some substantial differences between the two sub-groups were apparent. The ranking for each of the sub-groups was significantly related to the composite ranking for Tennessee, but the correlation for secondary teachers was much higher than that for elementary teachers. Elementary teachers viewed class size as a much more

important issue, and 'vocational education' as a less important issue than did secondary teachers or all Tennesseans surveyed. 'Teacher competence' was a less important issue for both elementary and secondary teachers than for the Tennessee sample as a whole. Secondary teachers were more concerned about 'improvement of general curriculum' than were elementary teachers or all Tennesseans sampled. Secondary teachers also differed somewhat from the Tennessee composite ranking on the issue 'lack of concern': secondary teachers considered it second in importance while the Tennessee groups in general placed it fifth.

TABLE 11. SUMMARY RANKINGS OF TEN EDUCATION ISSUES FOR ELEMENTARY AND SECONDARY TEACHERS IN TENNESSEE

	Elementary	Secondary
TCHR COMPETENCE	5	5.5
VOCATIONAL EDUC	6	3
CLASS SIZE	1	7
GEN CURRICULUM	9	5.5
SPECIAL EDUC	7	9
FINANCING EDUC	2	1
DISCIPLINE	3	4
APATHY	4	2
FACILITIES	8	8
ADMIN REFORM	10	10
TOTAL NUMBER IN EACH GROUP	233	84

r_s between rankings of elementary and secondary teachers: .589 (significant at .05 level)
r_s between rankings of elementary teachers and Tennessee composite: .672 (significant at .02 level)
r_s between rankings of secondary teachers and Tennessee composite: .851 (significant at .01 level)

COUNTY AND CITY/SPECIAL DISTRICT SYSTEMS

Survey replies were coded so that each could be identified with the type of school system its sender represented (1) county, (2) city, or (3) special district. For purposes of the analysis city and special district systems were combined to form a single category.

Table 12 contains a composite ranking of the ten survey issues across all county system groups, and five sets of summary rankings: one for the county court members, one for the school

board members, one for the superintendents, one for the principals, and one for the teachers associated with county school systems. The 'city council' category was not applicable since fiscal authority for county school systems is exercised by the appropriate quarterly county court (or, in some instances, by a county council or metropolitan council. In such cases the replies from members of these bodies were placed in the 'county court' category).

The composite ranking for all county system groups was computed as described on page 18, that is the raw sums of rankings for each group were weighted to make them equivalent in value to the input from teachers (the largest group), then the weighted sums were averaged and ranked from low (rank of 1, most important) to high (rank of 10, least important).

TABLE 12. SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR FIVE GROUPS OF TENNESSEANS ASSOCIATED WITH COUNTY SCHOOL SYSTEMS

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	COUNTY COMPOSITE
TCHR COMPETENCE	Not Applicable	3	2	3	2	5	3
VOCATIONAL EDUC		2	1	2	7	6	2
CLASS SIZE		7	4	6	4	1	5
GEN CURRICULUM		6	8	8	5	8	8
SPECIAL EDUC		10	9	7	9	9	9
FINANCING EDUC		5	3	1	1	2	1
DISCIPLINE		1	5	9	3	4	4
APATHY		4	6	5	6	3	6
FACILITIES		8	7	4	8	7	7
ADMIN REFORM		9	10	10	10	10	10
TOTAL NUMBER IN EACH GROUP	0	67	65	69	69	222	492

Coefficient of concordance : .675
Chi square, 9df : 30.382
Probability of independence : .000
r_s between County composite and composite for Tennessee: .963 (significant at .001 level)

The highly significant coefficient of concordance indicates that there was a high degree of association between issue rankings of the five groups of Tennesseans connected with county school systems. In order to compare the composite ranking for all county groups with the composite ranking of issues for all six groups of Tennesseans surveyed, a Spearman rank coefficient

of correlation (r_s) was calculated. Since $r_s = .963$, there was near-perfect agreement between the two composite rankings.

Table 13 contains the summary and composite rankings for the five groups associated with city/special district school systems. The 'county court' category was not applicable in this instance since fiscal authority for city and special district systems rests with the appropriate city council.

TABLE 13. SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR FIVE GROUPS OF TENNESSEANS ASSOCIATED WITH CITY/SPECIAL DISTRICT SCHOOL SYSTEMS

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	CITY COMPOSITE
TCHR COMPETENCE	1	Not Applicable	1	2	2	5	2
VOCATIONAL EDUC	2.5		2	3	7	7	3
CLASS SIZE	6		6	9	3	2	5.5
GEN CURRICULUM	8		5	4	4	6	5.5
SPECIAL EDUC	9		8	5	6	8	8
FINANCING EDUC	4.5		3	1	1	1	1
DISCIPLINE	2.5		4	8	5	3	4
APATHY	4.5		7	7	8	4	7
FACILITIES	7		9	6	9	9	9
ADMIN REFORM	10		10	10	10	10	10
TOTAL NUMBER IN EACH GROUP	28	0	48	38	35	95	244

Coefficient of concordance : .665
Chi square, 9df : 29.931
Probability of independence : .000
r_s between City composite and composite for Tennessee: .951 (significant at .001 level)
r_s between City composite and County composite: .927 (significant at .001 level)

The statistics below Table 13 indicate a very high level of agreement (1) among the five groups associated with city/special district school systems, (2) between groups associated with city systems and all groups surveyed, and (3) between groups associated with city systems and those connected with county systems. Though the differences between County and City composite rankings were very small, there did seem to be an indication that groups associated with city/special district systems

were more concerned about 'improvement of general curriculum' while those associated with county systems were more concerned about 'inadequate facilities'.

GRAND DIVISIONS OF TENNESSEE

Each survey reply was coded to indicate the Grand Division of the State which its sender represented (see Appendix B for a listing of counties in each Grand Division). Tables 14, 15, and 16 contain summary rankings, and composite rankings of the ten survey issues across all groups, for (1) East Tennessee, (2) Middle Tennessee, and (3) West Tennessee. In Table 15 note that the two governmental groups (city council and county court) were combined because there were fewer than five responses from city council members. The computed statistics indicate high levels of agreement among the groups surveyed in each of the Grand Divisions.

TABLE 14. SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR SIX GROUPS IN EAST TENNESSEE

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	EAST COMPOSITE
TCHR COMPETENCE	2	3	2	3	3	3	2
VOCATIONAL EDUC	1	1	1	2	7	6	3
CLASS SIZE	4	7	5	8	4	2	5
GEN CURRICULUM	7	6	7	4	2	8	6.5
SPECIAL EDUC	8	8.5	8	7	9	9	9
FINANCING EDUC	6	2	3	1	1	1	1
DISCIPLINE	5	5	4	9	6	5	6.5
APATHY	3	4	6	6	5	4	4
FACILITIES	10	8.5	9	5	8	7	8
ADMIN REFORM	9	10	10	10	10	10	10
TOTAL NUMBER IN EACH GROUP	11	23	51	41	51	139	316

Coefficient of concordance : .698
Chi square, 9df : 37.665
Probability of independence : .000

TABLE 15. SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR FIVE GROUPS IN MIDDLE TENNESSEE

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	MIDDLE COMPOSITE
TCHR COMPETENCE	Combined with County Court	3	4	2	2	5	2
VOCATIONAL EDUC		2	1	3	6.5	6	4
CLASS SIZE		7	2.5	9	5	2	5
GEN CURRICULUM		6	8	8	4	7	7
SPECIAL EDUC		10	9	7	6.5	8	9
FINANCING EDUC		4	5	1	1	3	1
DISCIPLINE		1	2.5	5	3	1	3
APATHY		5	7	4	8	4	6
FACILITIES		9	6	6	9	9	8
ADMIN REFORM		8	10	10	10	10	10
TOTAL NUMBER IN EACH GROUP		25	33	38	29	102	227

Coefficient of concordance : .669
Chi square, 9df : 30.106
Probability of independence : .000

TABLE 16. SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR SIX GROUPS IN WEST TENNESSEE

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	WEST COMPOSITE
TCHR COMPETENCE	1	4	1	5	4	5	2
VOCATIONAL EDUC	4	3	2	2	9	6	4
CLASS SIZE	5	5	6	8	2	2	5
GEN CURRICULUM	9	8	5	6	6	7	7
SPECIAL EDUC	8	7	8	7	8	8	9
FINANCING EDUC	3	6	3	1	1	1	1
DISCIPLINE	2	1	4	9	3	3	3
APATHY	6	2	7	4	5	4	6
FACILITIES	7	9	9	3	7	9	8
ADMIN REFORM	10	10	10	10	10	10	10
TOTAL NUMBER IN EACH GROUP	16	20	29	28	24	76	193

Coefficient of concordance : .605
Chi square, 9df : 32.655
Probability of independence : .000

Intercorrelations for sets of composite rankings for East, Middle, West, and all Tennessee are reported in Table 17. All coefficients were highly significant, indicating substantial agreement throughout the State concerning the relative importance of the survey issues. Note the perfect relationship between opinions in West and Middle Tennessee. Although these differences were slight, it could be mentioned that groups in East Tennessee were less concerned about 'discipline' (ranking of 6.5 **vs.** 3 for Middle and West Tennessee) and more concerned about 'vocational education' (ranking of 3 **vs.** 4) and 'lack of concern' (ranking of 4 **vs.** 6) than were groups in Middle and West Tennessee.

TABLE 17. INTERCORRELATIONS OF COMPOSITE RANKINGS FOR EACH OF THREE GRAND DIVISIONS AND ALL TENNESSEE

	East	Middle	West	All Tennessee
East	1.000	.866***	.866***	.927***
Middle		1.000	1.000***	.975***
West			1.000	.975***
All Tennessee				1.000

***Significant at the .001 level

PLANNING AND DEVELOPMENT REGIONS

Each survey reply was coded to identify the sender as a resident of one of Tennessee's nine Planning and Development Regions (see Appendix C for a map showing the boundaries of the Regions). Tables A-1 through A-9 in Appendix D present summary and composite rankings of issues for each Region. Note that in cases where fewer than five responses were available for a given group, certain groups were combined. Intercorrelations between sets of rankings for the six groups of Tennesseans surveyed (see Table 5) indicated that agreement was high between city council members, quarterly county court members, and school board members. Where necessary, two or perhaps three of these groups within a given Planning and Development Region were combined to yield a group of more than five respondents. Likewise, the significant correlation between superintendent opinion and school board opinion made it feasible to combine responses in these two categories when one contained fewer than five replies. Finally, principal-teacher agreement was

quite high, so in one instance these two groups were combined.

Coefficients of concordance computed for the summary rankings of groups in each Planning and Development Region revealed a high degree of consensus among groups in all Regions. In two instances the probability of independence was approximately .02, but in most instances that probability was .001.

Table 18 contains coefficients of correlation between composite rankings for each of the Planning and Development Regions and the composite ranking for all Tennesseans surveyed. Opinion in each of the nine Regions approximated rather closely that prevailing throughout the State.

TABLE 18. CORRELATIONS BETWEEN COMPOSITE RANKINGS FOR EACH OF NINE PLANNING AND DEVELOPMENT REGIONS AND THE COMPOSITE RANKING FOR TENNESSEE

First Tennessee	.866***
East Tennessee	.951***
Southeast Tennessee	.939***
Upper Cumberland	.709**
Midcumberland	.975***
South Central Tennessee	.854***
Northwest Tennessee	.939***
Southwest Tennessee	.963***
Memphis Delta	.745**

**Significant at .011 level
***Significant at .001 level

ISSUE RATINGS

Survey participants were asked to indicate in two ways the relative importance of the ten education issues included on the reply card. All survey findings reported to this point have been based on the ranking of issues from 1 to 10.

As a check on both the validity of the ten-item listing (i.e., were all ten issues really 'critical issues in Tennessee education' as defined by high 'importance' ratings?) and on the reliability (or reproducability) of respondents' rankings, a second scale appeared on the reply form which gave respondents an opportunity to rate issues 'A' (of critical importance), 'B' (of some importance), or 'C' (of little or no importance). Table 19 presents the data obtained from the A, B, and C ratings.

TABLE 19. PERCENTAGE OF ALL SURVEY PARTICIPANTS RATING ISSUES A, B, OR C

	A	B	C
TCHR COMPETENCE	55.5	35.2	9.3
VOCATIONAL EDUC	56.5	36.4	7.1
CLASS SIZE	43.9	40.7	15.5
GEN CURRICULUM	30.1	52.6	17.3
SPECIAL EDUC	30.8	52.3	16.9
FINANCING EDUC	57.1	33.5	9.4
DISCIPLINE	51.7	37.2	11.1
APATHY	49.2	36.8	14.0
FACILITIES	34.5	43.6	21.9
ADMIN REFORM	19.4	47.9	32.7

(Row totals should equal 100% but may not due to rounding.)

The listing of issues for the survey appears to possess an acceptable degree of validity, i.e., the issues really were important to a majority of the respondents. Even Issue # 10, 'administrative reform and/or reorganization', (which admittedly was too broad and vague a term to convey the essential nature of several controversial issues subsumed by the category) was considered of at least 'some' importance by more than two-thirds of the survey respondents. At least 30 percent of the respondents considered all issues except # 10 'of critical importance'. More than 50 per cent considered 'teacher competence', 'vocational education', 'financing education', and 'discipline' to be 'of critical importance'. When 'B' ratings were included in the analysis, roughly 80 per cent of the respondents considered all issues except # 10 to be of at least 'some' importance.

An indication of the reliability of the survey instrument can be obtained by ranking the percentages in column 'A' (items rated 'of critical importance') of Table 19 from highest (rank of 1) to lowest (rank of 10), then computing a Spearman rank coefficient of correlation between this ranking and the composite ranking for all Tennesseans surveyed. When this computation was performed $r_s = .952$, an exceedingly high level of "test-retest" reliability.

A similar indication of reliability was obtained when percentages in the 'C' column were ranked from lowest, with a rank of 1 (thus of most importance because the fewest respondents con-

sidered the issue 'of little or no importance') to highest, rank of 10, then correlated with the Tennessee composite ranking. In this instance $r_s = .916$.

PARALLEL FORMS OF THE SURVEY INSTRUMENT

To minimize the possibility that some issues would receive high rankings (and ratings) simply because they appeared first, or early, in the listing, two forms of the survey instrument were prepared: one printed on yellow paper, listing the issues 'teacher competence' first and 'administrative reform' last; and one printed on blue paper, reversing the order of all issues. Table 20 presents the summary rankings of issues on the two forms.

While the coefficient of correlation between rankings on the two forms was significant, it was not high, and it should have approached 1.0 if order of presentation had had no effect on respondents' rankings. Actually, it is evident from inspection of Table 20 that issues were ranked higher when they appeared first, or early, on the form, and lower when they appeared lower in the listing. Presumably only Item # 10, 'administrative reform', would have been ranked 10 regardless of its position in the listing.

TABLE 20. SUMMARY RANKINGS OF TEN EDUCATION ISSUES APPEARING IN REVERSE ORDER ON TWO FORMS

	Yellow Form	Blue Form
TCHR COMPETENCE	1	6
VOCATIONAL EDUC	4	5
CLASS SIZE	3	4
GEN CURRICULUM	7	8
SPECIAL EDUC	8	9
FINANCING EDUC	2	1
DISCIPLINE	5	2
APATHY	6	3
FACILITIES	9	7
ADMIN REFORM	10	10
TOTAL IN GROUP	377	359

r_s between rankings on yellow and blue forms: .685 (significant at .02 level)

Perhaps the most important information revealed in Table 20 is the remarkable divergence in rankings given to 'teacher competence' on the two forms: 1 when it appeared first on the survey

instrument, 6 when it appeared last. In the computation of the composite ranking of items for all Tennesseans surveyed it was noted that 'financing education' received the rank of 1 by a very small margin over 'teacher competence'. Apparently 'teacher competence' would have been the number one issue (probably due largely to its position as the first item on the yellow form) in the Tennessee composite ranking if there had been no blue form.

Observation of the apparent effects of order of presentation certainly strengthens the rationale for using more than one item order in a survey involving rankings. Ideally, all possible orders should be used to counteract the effect entirely.

OTHER ISSUES SUGGESTED BY RESPONDENTS

In addition to the ten critical education issues listed on the survey instrument, space was provided to give respondents an opportunity to list other concerns. About 12 percent (90) of the 736 respondents used the space for additional remarks. This limited usage, plus the relatively small number of **new** issues listed, strengthened the conclusion that the ten issues utilized in the survey were the ones of most concern to Tennesseans closely associated with the educational process in 1973-74. As a matter of fact, the content of remarks appearing on the Phase Two reply card bore a striking resemblance to that appearing on the Phase One instrument, from which the ten Phase Two items were derived.

Fewer than 20 percent of the comments added by respondents could be classified as new concerns not covered directly in the listing printed on the reply card. Four individuals mentioned court-ordered busing to achieve racial balance as a crucial issue. The need for a more honest, dedicated approach to integration was also mentioned. Three individuals were concerned about pupil transportation — overcrowded buses and curtailed service due to the fuel shortage. Four individuals expressed concern about counseling and guidance programs: more counselors at all levels were needed, elementary guidance specialists were needed to initiate elementary guidance programs, counselor competence should be upgraded. Needs for other specialists such as librarians and reading teachers were expressed.

Individualization of instruction was an issue which might have been subsumed within either of the listed issues 'improvement of general curriculum' or 'teacher competence'. Perhaps some

respondents perceived individualization as a part of one of those categories. However, several of those who wrote in responses probably had in mind the need to individualize instruction when they mentioned 'need for more teaching materials and equipment', 'children should not be retained in primary grades', and 'need for more innovative programs'.

Teachers were concerned about retirement plans and other benefits, which were not really included in the listed issue 'financing of education' although they are closely linked with salaries.

Other concerns listed included school opening and closing times, social change, community use of school facilities, and the compulsory school attendance requirement. At least one individual expressed the need for each of the following: kindergarten, better textbooks, religion in the classroom, and comprehensive surveys of the total educational program in each county.

At least 80 percent of the comments added to the survey reply card could be classified as remarks about the ten listed issues.

Financing education was seen as an overarching issue: if sufficient funds were available, most of the other "issues" would be resolved. (Several respondents whose replies were not usable in the data analysis ranked **only** 'financing'.) Some individuals felt that more State and federal financing should supplement local efforts to support education.

Several of the additional remarks were related to the **teacher competence** issue. Teacher competence, training, evaluation, and professional improvement were subsumed by this concept. Concern was expressed that too many poor and/or indifferent teachers had tenure. Temporary or emergency certification was responsible for some incompetent teachers. The inability of most teachers to properly individualize instruction disturbed more than one survey participant.

A strong trend running through the responses related to **teacher competence** might be identified as deep dissatisfaction with current teacher preparation programs, especially the uneven quality of those provided by certain colleges and universities. Remarks indicative of this trend included 'reorganize teacher training programs in colleges', 'find some way of grading teachers other than a degree from a college', 'future teachers need an intern period,' and 'training institutes needed for new teachers'. Related to the last comment, there was also a significant degree of concern about in-service training for all teachers. Improvement

of professional development programs sponsored by the schools was sought.

Teachers expressed an interest in seeing improvements in standards and procedures employed in teacher evaluation. Policy makers and fiscal authorities wanted better ways to hold a teacher 'accountable' for his performance.

Remarks about the need for career education in grades K-12 were directly related to the stated issue **vocational education programs.** One respondent called for a 'high school course in career planning'.

In connection with the discipline issue, one survey participant felt that a way should be devised to discipline **teachers.**

None of the written responses mentioned **lack of concern** by pupils. But several noted a 'lack of concerned, dedicated teachers'. Even teachers deplored the 'lack of professionalism' within their own ranks. Several respondents seemed to be saying that the lack of concern about education on the part of parents and the public in general was due to poor communication: schools were not keeping the public informed about their programs and problems.

Written remarks related to **size of classes** stressed the need for full-time aides, especially in the primary grades, to alleviate the teacher's work load.

In connection with **improvement of general curriculum,** the overwhelming concern was that the quality and quantity of basic instruction in the three Rs must be improved. "Prevent the need for remediation", said one respondent. "Teach students to read and to write legibly", said another. The "new" math came under sharp attack by several respondents. One teacher wrote, "Every year I get students who can't add or subtract". One survey participant called for training in public speaking and vocabulary for all students, grades 1-12. Several felt that more reading specialists were needed in the schools.

The key concern related to **administrative reform** involved removing politics from operation of school systems. Some felt this could be furthered by providing that all superintendents be appointed by boards of education. Some felt that school boards should be elected by the people rather than appointed by county courts. More local control of school policies and operations and less interference from State authorities was requested. Yet this sentiment appeared to conflict with such other comments as

"local county school boards are inefficient", "more State and federal financing needed," and "maintain uniform educational standards from county to county". There appeared to be some support for consolidating all school systems within a county.

As might have been expected, some respondents considered administration "top heavy" while others called for "more administrative help". One survey participant suggested that more blacks should be hired for administrative positions. Several teachers expressed a need for improved communication between teachers and administrators at the system level.

Teachers registered a strong plea for more teaching time and less "administrative" responsibility. They wanted a free period each day for planning, and release from the bookkeeping chores many considered onerous.

Other concerns related to **administrative reform and/or reorganization** included "extend the school year to reduce capital outlay", "schools getting too big; return to mid-size (500-750)," and "provide for better evaluation of total programs."

IV. ANALYSIS OF FINDINGS

Statistically there was a rather remarkable degree of association among the rankings of ten education issues by the six groups of Tennesseans sampled in the present survey. There were some notable differences of opinion on some issues between city council, quarterly county court and school board members, superintendents, principals, and teachers; but overall, instances of comparative agreement far outweighed instances of comparative disagreement. The high level of association among group rankings made it possible to calculate and use, with some assurance, a 'Tennessee composite ranking' as a summary ranking representing general consensus.

COMPARISON WITH RESULTS OF 1973 GALLUP POLL

No attempt was made in this study to duplicate the listing of critical issues which resulted from the 1973 Gallup Poll of Attitudes Toward Education. Issues were identified and named on the basis of an initial survey conducted with a sample of the same six groups of Tennesseans that provided the final rankings. Yet the education-related concerns of Tennesseans in 1973-74, as summarized in the Tennessee composite ranking, were quite

similar to those of the American public at the same time, if the results of the two surveys were valid. Inspection of Table 21 reveals that direct comparisons can be made between eight of the ten issues listed in both surveys. Tennesseans sampled did not share the degree of national concern about 'integration' and 'drug use', substituting instead interest in 'vocational education' and 'special education'.

TABLE 21. COMPARISON OF TENNESSEE COMPOSITE RANKING AND 1973 GALLUP RANKING OF TEN EDUCATION ISSUES (RANKING IN PARENTHESES)

1973 GALLUP RANKING[1]	1973-74 TENNESSEE COMPOSITE RANKING
(1) Discipline	(4) Discipline
(2) Integration	(3) Vocational education programs
(3) Financial deficiencies	(1) Financing education-including salaries
(4) Good teacher shortage	(2) Teacher competence
(5) Drug use	(9) Special education programs
(6) School/class size	(6) Size of classes-overcrowding and overloaded staff
(7) Poor curriculum	(7) Improvement of general curriculum
(8) Parent apathy	(5) Lack of concern by pupils, staff, parents, and public
(9) Facilities	(8) Inadequate facilities
(10) School board policies	(10) Administrative reform and/or reorganization

[1]Gallup, 1973

Statistical comparison of the two sets of rankings in Table 21 is not really appropriate since two of the ten items are not the same. Yet the correlation between the two rankings as they stand exceeds .70, and the degree of correspondence is obviously significant. Note, for instance, that issues 6, 7, and 10 occupy the same position in both listings, and concern about 'facilities' was practically the same.

'Financing education, including salaries' was an issue of greater concern to Tennesseans than to Gallup's national sample. This can probably be explained by current National Education Association statistics: in 1972-73 Tennessee ranked 46th among the 50 states in rate of spending per pupil, and 43rd in average teacher salary paid (Wyngaard, 1974).

Low salaries which do not make the State competitive with others in the ability to attract and hold good teachers may partially explain why the Tennessee sample ranked 'teacher com-

petence' higher than did the national sample. But other factors contributing to the intensity of this particular concern (which incidentally came so close to 'financing education' as the number one concern that the two issues should probably be considered as co-leaders of the Tennessee listing) were identified by respondents: tenure rules that prevent dismissal of teachers who no longer meet the highest standards; teacher training programs at some colleges that do not realistically prepare pre-professionals for effective performance in the classroom; and inadequate in-service education programs for teachers.

Sources of turbulence in Tennessee schools must have been fewer and/or less pronounced in 1973-74 than in American schools in general. 'Discipline' as an issue was ranked fourth by the Tennesseans surveyed, first by Gallup's national sample. 'Integration' and 'drug use' were not even serious contenders for positions in the top ten education concerns of Tennesseans, though these issues were ranked # 2 and # 5 nationally.

Concern about disruptive influences in the schools was replaced in Tennessee by strong feelings about the effect on the educational process of apathy: 'lack of concern', not just by parents as in the national survey, but by all associated with the process — pupils, staff, parents and the public.

The Gallup survey identified 'school board policies' as a national concern. In Tennessee school board policies were but a part of the broader issue 'administrative reform and/or reorganization'. Other concerns subsumed by this category in the Tennessee survey included removing politics from the operation of school systems, consolidation of all systems within a county, and improving the quality of administration at all levels — State, system, and school.

Although vocational education and special education programs received increased attention nationally in the early 1970s, these areas of concern were not sufficiently important to show up among the top ten issues in the Gallup survey. Undoubtedly the greater importance attached to these issues by Tennesseans was related to passage of important legislation in both areas by the Tennessee General Assembly during the year preceding the initiation of this study. State funds were provided to construct and operate enough additional vocational-technical education facilities to make vocational programs accessible to all high school students in the State. This legislation would eventually have the

effect of doubling the pre-1973 need for facilities and personnel for vocational-technical programs.

Legislation related to special education required that opportunities be made available by Fall 1974 for all gifted and handicapped students to be educated in the public schools. One possible implication of such a requirement was that in many schools the mildly handicapped would be placed in regular classrooms. Interestingly enough, neither teachers nor principals — seemingly the groups to be affected most by the legislation related to vocational and special education — saw either of these issues as being of more than moderate interest.

COMPARISON WITH OTHER TENNESSEE STUDIES

According to a survey of teacher attitude conducted by the Tennessee Education Association in 1973-74, Tennessee teachers were most concerned about such issues as (1) school financing, including salaries, (2) the need to lower pupil/teacher ratios and (3) teacher-training programs, including in-service education. Correspondence was significant between the top T.E.A. issues and those given highest rankings by teachers in the present study: (1) 'financing education, including salaries', (2) 'size of classes' and (5) 'teacher competence'. 'Discipline' and 'lack of concern' rounded out the list of the five issues most important to teachers in the present study, but these matters were not mentioned in the T.E.A. survey. This was probably related to the fact that the T.E.A. survey was undertaken to provide input for a proposed legislative action program to be sponsored by T.E.A., and 'discipline' and 'lack of concern' do not readily lend themselves to solution by legislation.

During the 88th Tennessee General Assembly the House established a 10-member bi-partisan Select Committee to Study Public Education in Tennessee. According to the Committee report (Tennessee General Assembly, 1973) impetus for the Committee's work was provided by "a seeming lack of confidence among parents and taxpayers in public education today" (p. 151). Chief areas of Committee concern were to be (1) "quality of education — particularly the achievement level of basic skills such as reading and math", (2) "discipline", and (3) "parents' and students' confidence in public education" (p. 151).

Following twelve days of public hearings in seven cities

throughout the State the Select Committee prepared a report containing seventeen recommendations (pp. 154-157). The initial concerns about discipline and public lack of confidence were not mentioned in the recommendations, but attention was given to improvement of general curriculum, at least at the elementary level. The Committee expressed the belief that the number of subject areas taught in grades 1 through 6 should be reduced so that the teaching of basic skills, especially reading, could be given more emphasis. The Committee recommended that reading be taught as a subject in grades 1 through 8.

Other Committee recommendations included:

(1) decreasing the pupil-teacher ratio to 25-1, especially in grades 1 through 3, and calculating the ratio considering only those teachers carrying a classroom load.

(2) financing elementary and secondary education at higher levels.

(3) increasing teacher competence through specified changes in teacher preparation programs:
   a) requiring all elementary education majors to take at least one course in reading methods.
   b) increasing the quantity and quality of on-the-job experiences in the preparation program.
   c) decreasing the number of required theory and methods courses so that future teachers may concentrate on courses in their subject fields.
   d) requiring instructional faculty in schools of education to have considerable classroom teaching experience at the elementary or secondary level.

(4) administrative reforms such as
   a) providing for accountability and evaluation of administrators.
   b) evaluating teachers **via** standardized testing of all students at all grade levels.
   c) changing the basis of funding formulas from average daily attendance to average daily membership.
   d) increasing the number of principals in small schools and the number of assistant principals in large schools.
   e) staffing the State Board of Education with adequate research and secretarial personnel.
   f) passage of a State law requiring that school board members be elected.

There were only three areas of concern identified in the present study which were not specifically mentioned in the report of the House Select Committee. These were 'inadequate facilities', and 'vocational education' and 'special education programs'. Thus the two studies tended to validate each other with regard to identification of critical issues in Tennessee education in 1973-74. The present study added objective evidence of the relative priorities of these issues as viewed by six segments of that portion of the State's population most directly concerned with the educational process.

SPECIFIC GROUP AND SUB-GROUP DIFFERENCES

The remarkable degree of agreement on the relative priorities of issues among the diverse groups sampled in the present study has been mentioned previously. Correlations between sets of rankings showed near-perfect agreement between the two groups of fiscal authorities (city council and county court members), between fiscal authorities and school board members, between principals and teachers. Rather good agreement (i.e., significant at .05 level or better) was found between principals and teachers, and both fiscal authorities and school board members. Superintendents constituted the most divergent group, showing substantial agreement only with school board members.

Group intercorrelations provided conceptual validity for combining certain groups to form clusters. Some differences of opinion on issue priorities became more apparent when city council and county court groups were combined to form a cluster of 'fiscal authorities', and superintendents, principals, and teachers were combined to form a cluster of 'school professionals'. Comparing sets of issue rankings for these two clusters with the ranking produced by school board members — the 'policy makers' — revealed these differences:

1) fiscal authorities were more concerned about teacher competence and discipline and relatively less troubled by the financing issue than were policy makers and school professionals.
2) school professionals were more concerned about financing and size of classes than were members of the other clusters.
3) school board members generally took a middle position on the issues — between fiscal authorities and school pro-

fessionals. On one issue, 'vocational education programs,' the policy makers assumed a more extreme position. They viewed vocational education as the most important issue of all, whereas fiscal authorities ranked it third and school professionals fourth. Undoubtedly school board members were preoccupied with vocational education because the tremendous increase in State funding of programs in this area has created a need for new directions in policy and capital outlay.

Several of the groups of Tennesseans sampled in the present study could be sub-divided for further exploration of opinion within the groups. Comparison of the rankings of elected and appointed school board members showed a very high level of agreement between these two sub-groups, and between the two sub-groups and prevailing State-wide opinion as represented by the 'Tennessee composite ranking'. Both elected and appointed school board members did, however, tend to see financing as a less important issue than did the Tennessee sample in general. Predictably, school board members appointed by quarterly county courts and city councils showed a somewhat higher level of agreement with these fiscal authorities than did elected school board members.

The superintendent grouping was sub-divided to distinguish differences in opinion by county superintendents elected by popular vote, county superintendents appointed by quarterly county courts, and city superintendents — all of whom were appointed by their local school boards. A significant degree of consensus on issue priorities was found to exist among the superintendent sub-groups, but only elected county superintendents showed substantial agreement with the Tennessee composite ranking. Appointed county and city superintendents were much less concerned about 'discipline' and more concerned about special education than was the Tennessee sample in general. The most divergent sub-group of all — city superintendents — viewed 'improvement of general curriculum' as a more important issue and class size as less important than other Tennesseans surveyed. All superintendents were more troubled by 'inadequate facilities' and less bothered by discipline problems than were the other groups.

Interestingly enough, elected county superintendents were in better agreement than the appointed superintendents with county court members — responsible for appointing the 'appointed'

county superintendents — and with school board members — responsible for appointing all city superintendents. Apparently the elected superintendents, caught up in the political process, were much more finely attuned to prevailing sentiment among their constituents than were the appointed superintendents. The appointees, especially city superintendents whose school board appointments removed them farthest from politics, appeared to think more independently. They were less interested in the more interpersonal, short-range issues of discipline and apathy and concentrated more on the rather impersonal, broad, on-going goal of curriculum improvement, including special and vocational education.

Principals were classified according to the organizational level of the school administered: 'elementary', 'secondary', or 'combined' (grades 1-12). There were too few responses from 'combined' school principals to warrant inclusion of this category in statistical analyses. There was, in general, rather good agreement (significant at .05 level or better) between elementary and secondary principals on issue rankings, and between both subgroups and the Tennessee composite. But some differences stood out:

1) secondary principals agreed with the Tennessee composite ranking of 6 for the issue 'size of classes'. Elementary principals viewed class size as second only in importance to 'financing education', and with good reason. In a year when the national average pupil/teacher ratio was 20.2/1 (Wyngaard, 1974) the ratio in elementary schools in Tennessee was 29.1/1 (Tennessee State Department of Education, 1974).
2) the issue 'vocational education programs' was given a much lower priority by elementary principals than by secondary principals and by the Tennessee sample in general.
3) secondary principals were much more concerned about 'improvement of general curriculum' and somewhat less concerned about 'discipline' than were elementary principals and all Tennesseans surveyed.

Agreement between elementary teachers and their principals and between secondary teachers and their principals regarding priority issues was nearly perfect. Elementary teachers showed less concern about 'vocational education programs' and substantially more concern about class size than either secondary

teachers or the Tennessee sample in general. The difference between elementary and secondary teachers on the issue of class size can be explained by these statistics: in 1972-73 when the pupil/teacher ratio for secondary teachers in Tennessee was 17.7/1, the ratio at the elementary level was 29.1/1 (Tennessee State Department of Education, 1974).

Like secondary principals, secondary teachers were more concerned about 'improvement of general curriculum' than elementary teachers and the Tennessee survey sample. Secondary teachers were less concerned than elementary teachers about the turbulent kind of problems associated with the 'discipline' issue, but they were much more troubled by the apathy implied in the issue 'lack of concern' than were either elementary teachers or the Tennessee sample in general.

'Teacher competence', perhaps predictably, was not viewed by either teacher sub-group with quite the concern expressed by the ranking of 2 which this issue received in the Tennessee composite.

The level of agreement between elementary and secondary teachers was lower than that between most other groups and sub-groups included in this survey, and this was due largely to substantial differences on three issues: 'size of classes', 'improvement of general curriculum', and 'vocational education programs'.

COMPARISONS BY SYSTEM TYPE AND GEOGRAPHIC AREA

Further analysis of the survey data involved preparing summary and composite rankings for all groups in each of the following categories:

1) county and city/special district school systems
2) East, Middle, and West Tennessee
3) Tennessee's nine Planning and Development Regions

The high level of agreement between various groups concerned about education in Tennessee was further substantiated by the analysis based on these three sets of categories. There was near perfect agreement on issue priorities **among** groups associated with county school systems, **among** groups associated with city/special district systems, and **between** the composite rankings for the two types of systems.

Groups of Tennesseans surveyed in East, Middle, and West Tennessee agreed among themselves on the relative importance

of the survey issues within their own Grand Divisions. When composite rankings for the Divisions were compared, it was found that no differences existed between Middle and West Tennessee. The level of agreement between groups in East Tennessee and those in the other two Divisions was substantial (significant at .001 level) but East Tennesseans were less concerned about 'discipline' and saw 'lack of concern' and 'vocational education programs' as more important issues than Middle and West Tennesseans.

When survey responses were categorized by Planning and Development Region statistical analyses revealed a high degree of consensus among the various groups within each of the nine Regions. Coefficients of correlation between composite rankings indicated that opinion of the State-wide sample in general regarding issue priorities was substantially mirrored by opinion in each of the nine Regions.

RELIABILITY AND VALIDITY OF SURVEY INSTRUMENT

The survey instrument used in the present study contained instructions for respondents to indicate the relative importance of the listed education issues in two different ways: ranking from 1 to 10; and rating of A, B, or C (indicating, respectively, a rating 'of critical importance', 'of some importance', or 'of little or no importance'.) Comparisons of the two sets of responses yielded a measure of "test-retest" reliability. The Spearman rank coefficient of correlation between rankings and ratings exceeded .91.

Validation of the list of survey issues as a listing of concerns that were of real importance to Tennesseans was made possible by an analysis of the 'A,' 'B,' and 'C' ratings assigned to the issues by respondents. Approximately 80 percent of the survey participants considered all issues except 'administrative reform' to be of at least 'some' importance. The latter issue title appeared to be ambiguous — too vague to communicate the several rather controversial issues subsumed by the category — yet more than two-thirds of the survey respondents considered even this issue to be of at least 'some' importance.

ADDITIONAL ISSUES SUGGESTED BY RESPONDENTS

Only 12 percent of the survey respondents exercised the option to write in 'Other' concerns in the space provided on the survey instrument. Since approximately 80 percent of the written

responses could be classified as remarks related to the ten listed issues, the conclusion that the listing was a valid one was strengthened.

No new issue was suggested by more than four respondents. New concerns mentioned more than once included court-ordered busing, other problems related to pupil transportation such as overcrowded buses, need for more counselors at all levels and other specialists such as librarians and reading teachers, individualization of instruction, and teacher retirement plans and benefits.

Most of the written remarks appearing on the survey instrument were related to four of the listed issues: 'financing education', 'teacher competence', 'improvement of general curriculum', and 'administrative reform'. Financing was viewed by many as an overarching issue: if sufficient funds were available, most of the other issues could be resolved. Two factors provided an indication that perhaps more funds for public education in Tennessee were becoming available. The House Select Committee (Tennessee General Assembly, 1973) recommended that more State money be channeled into elementary and secondary education. Analysis of usage of federal revenue-sharing funds revealed that in 1973 most Tennessee counties and municipalities put their money into local education programs. A State income tax was suggested as a means of raising more State revenues for education, and feelings expressed in this survey indicated that Tennesseans concerned about education might support an income tax proposal.

The high ranking of 'teacher competence' and the quantity of written remarks related to this issue contributed to the conclusion that Tennesseans in 1973-74 were seriously troubled by the performance of their teachers. Deep dissatisfaction with current teacher preparation programs at some colleges was expressed. Additional realism, provided by more on-the-job experience in preparation programs, seemed to be a demand. Inability of teachers to properly individualize instruction and to teach basic skills (reading, writing, arithmetic) was a related concern.

Teacher apathy, lack of dedication, lack of professionalism were mentioned as critical concerns by teachers as well as the other groups of Tennesseans surveyed. There was some feeling that present tenure regulations resulted in retention of incom-

petent, indifferent teachers. Improvements were suggested for in-service education programs and for teacher evaluation procedures.

Removal of politics from education, especially touching upon the hiring and firing of teachers and administrators, was a key element of the concern about 'administrative reform and/or reorganization'. It was suggested that popular election of school board members (rather than appointment by county court) and appointment of superintendents by boards of education might be steps in the right direction. Several individuals expressed the opinion that qualifications for school board members should be raised and that boards should be provided in-service education to enhance their effectiveness.

Modest support was given by respondents to the idea of consolidating all school systems within a county as an efficiency measure. Finally, teachers registered a strong plea, as they did in the legislative action survey sponsored by the Tennessee Education Association (1974), for release from such "administrative" responsibilities as keeping of attendance records, lunch room patrol, supervision of school bus loading, and other extra-classroom responsibilities. Additional paraprofessional and/or clerical personnel would seemingly provide the kind of assistance the teachers have requested.

LIMITATIONS OF THE SURVEY

Opinion surveys generally are plagued by ambiguities, unexplained contradictions, and a host of other built-in limitations. While the validity and reliability of the survey instrument used in the present study apparently reached highly acceptable levels, there were still issue titles such as 'administrative reform and/or reorganization' which did not fully communicate to respondents the author's perception of the given issue.

Perhaps the fall was not a good time to mail a questionnaire to the groups most concerned with education. Certainly the return of 51 percent of the survey instruments was disappointingly low. The low response rate from city council, county court, and school board members was especially disconcerting. The mediocre returns were difficult to explain since virtually no negative feedback was received regarding either the survey instrument or the survey itself.

Professional opinion was better represented in the survey

than lay opinion, though still at modest levels. Geographic areas of the State were well represented, but there was an imbalance in representation of school system types. City/special district school systems were better represented than county systems. Also, the response from small cities was much greater than that for the four largest metropolitan areas.

V. SUMMARY AND IMPLICATIONS

SUMMARY

In October 1973 representatives of six groups of Tennesseans reflecting professional and lay opinion about education were asked to identify what they considered to be the most critical current issues in Tennessee education. The most frequently mentioned responses in this initial phase of the survey were used to construct a listing of ten key issues which was printed on a business reply card along with instructions for ranking the issues in order of importance. In a second phase the survey instrument thus developed was sent to a larger sample of the same six groups of Tennesseans most concerned about the educational process: city council, county court, and school board members representing the lay point of view; superintendents, principals, and teachers representing the professional position. Between November 1973 and the end of January 1974, fifty-one percent of the stratified random sample selected returned completed survey instruments.

A remarkably high degree of association was found to exist among the opinions of the six groups of Tennesseans with regard to the relative importance of the survey issues. The ten critical issues in Tennessee education in 1973-74, as identified and ranked by six professional and lay groups most directly concerned with education were:

1. Financing education — including salaries
2. Teacher competence
3. Vocational education programs
4. Discipline
5. Lack of concern by pupils, staff, parents, and public
6. Size of classes — overcrowding and overloaded staff
7. Improvement of general curriculum
8. Inadequate facilities
9. Special education programs
10. Administrative reform and/or reorganization

When responses were analyzed according to school system type and geographic area of the State represented, a highly significant level of agreement regarding the relative importance of the issues was found to exist **among the surveyed groups** of Tennesseans associated with (1) county school systems, (2) city/special district school systems, (3) East Tennessee, (4) Middle Tennessee, (5) West Tennessee, and (6) each of the State's nine Planning and Development Regions. Good agreement on issue priorities was also found **between combined group rankings** for (1) county systems and city/special district systems, (2) East, Middle, and West Tennessee, and (3) the nine Planning and Development Regions.

IMPLICATIONS

While some differences in opinion regarding specific issue priorities were found between some sub-groups of the survey sample, notably between elected and appointed superintendents, elementary and secondary principals, and elementary and secondary teachers; the most important finding was the remarkable degree of consensus among the Tennesseans sampled. One conclusion stood out very clearly: in 1973-74 there was a group of "critical issues in Tennessee education," and an order within that grouping, upon which diverse groups of Tennesseans concerned about education could agree. This being the case, educators, legislators, educational policy makers, and faculties engaged in teacher training throughout the State should take note of these priority issues and be guided by some of the associated implications.

1. **Financing education.** According to current figures published by the National Education Association Tennessee ranks 46th in the nation in state spending per pupil ($730/pupil compared with the national average of $1034) and 43rd among the states in average teacher salary ($8450 compared with the national average of $10,643) (Wyngaard, 1974). To insure that the youth of Tennessee are provided with facilities and educational opportunities that make their achievement level comparable with that of youth in other states, Tennessee's per pupil expenditure and teachers' salaries should be brought closer to the national average. To provide the extra funds needed for educational excellence new sources of State revenues must be tapped. Some of the survey respondents suggested a State income tax. Politicians at

the State level are understandably reluctant to set in motion the machinery that could produce an income tax system. Several legislators have expressed the opinion that since education stands to gain the most from the new revenue source, educators and associated lay groups should spearhead the drive for an income tax.

Tennesseans most directly associated with education agree that financing education is **the key issue** in Tennessee education. A State income tax has been proposed as the best source of new revenue. Thus, in the interest of achieving educational excellence, organizations such as the Tennessee Education Association, School Boards Association, State Board of Education, Higher Education Commission, and the Parent Teacher Association, should band together to organize a State-wide program to inform the public of the need for an income tax.

2. **Teacher competence.** First the widespread practice of assigning teachers to courses outside their areas of certified competence must be drastically curtailed. Instruction of high quality cannot be guaranteed when large numbers of teachers are required to teach courses for which they are not qualified in order to "round out their schedules."

Tennesseans' concern about teacher competence must be met squarely by the teacher training institutions of the State. Observers of the public schools see individuals filling positions as teachers who are not committed to education as a career and have neither the temperament nor the ability to respond to the needs of a classroom of children. Colleges of education need to improve (a) their methods of selecting candidates for teacher training and (b) career education for their own students.

The shrinking demand for teachers in most areas which will probably continue in the coming years provides a favorable climate for reappraisal of admitting policies for teacher preparation programs. Now, more than ever before, quality of candidates can be emphasized at the expense of quantity of output. Combinations of personality inventories, interviews, and various assessments of background experiences should be employed to screen applicants for teacher training in order to assure that those accepted are mature individuals who truly enjoy working with youngsters and can handle this responsibility effectively. Once accepted, the teacher-in-training must be given more opportunities than he now receives in many institutions to observe, and

to participate in, actual teaching situations so that his choice of teaching as a career can be confirmed (or perhaps rejected) on the basis of realistic first-hand information.

Some observers who participated in the present survey felt that standards for evaluation of teacher trainees' performance in course work and the teaching internship varied significantly among the training institutions in the State. Perhaps school systems need to employ their own performance evaluations in hiring new teachers. Screening of an applicant might include observation of his performance in a simulated classroom situation. Another method of assuring quality among new teachers might be the initiation of "new-teacher institutes" in each school system. The purposes of such institutes might include (a) allowing new teachers to discuss frankly their job-related problems with each other and with more experienced teachers or supervisors who could suggest possible solutions, (b) acquainting the new teachers with the system's resources: materials, equipment, and personnel, and (c) providing the school system with data on which to make the decision to re-hire or dismiss a teacher at the end of his first year on the job.

Teacher training institutions also need to reassess their efforts in the following areas to see what improvements might be made:

(a) preparing elementary teachers to teach reading skills and diagnose learning difficulties in this area of development
(b) preparing teachers at all levels to individualize instruction
(c) providing models and resources for in-service education of teachers and administrators
(d) suggesting standards and procedures for performance evaluation of practicing teachers and administrators.

3. **Vocational education programs.** Practicing professionals at all levels of education — elementary, secondary, teacher training — need to improve what they are doing **as part of their own courses** to provide their students with realistic information about possible careers and criteria for making appropriate career choices. At junior high, senior high, and college levels students should be provided with marketable skills in their chosen occupational areas.

4, 5. **Discipline and lack of concern by pupils, staff, parents, and public.** Lack of concern is not an issue just in Tennessee. The loss of public confidence in educational institutions on a

national level is well documented. The 1974 Carnegie Commission Report notes that education has been beset by a series of crises in the last few years -- student unrest, political reaction, financial distress, and now a crisis of confidence (Mathews, 1974). This crisis of confidence is apparently part of the crisis of pessimism currently pervading the country. With mistrust and apathy on the part of the public making their jobs harder, many teachers seem to have become apathetic too. Students have lost their respect for authority, and the result is often behavior that results in discipline problems for teachers and for schools.

Public confidence in its social institutions is not likely to be restored quickly or easily, but restoration of confidence in education could be furthered significantly by the attention to critical issues herein recommended. In addition, school systems should employ more effective public relations techniques to keep the public informed of innovations and on-going programs.

6. **Size of classes — overcrowding and overloaded staff.** Much disagreement exists concerning the proper means of calculating pupil/teacher ratio. Different groups use various figures to come up with a ratio that serves their purposes. However, there is virtually no disagreement with the conclusion that the pupil/teacher ratio needs to be lowered in Tennessee, especially at the elementary level.

Agreement on the method of calculating pupil/teacher ratio needs to be reached. State guide-lines for maximum teacher load need to be enforced more strictly. Survey participants deplored the readiness with which teacher overloads are approved. Increasing the number of teacher aides State-wide would also help to alleviate the problems associated with large classes. These and other methods of reducing the pupil/teacher ratio in Tennessee should receive a high priority among the issues on which the Tennessee Education Association seeks action.

7. **Improvement of general curriculum.** Public confidence in today's educational processes was further shaken by the recent announcement by the College Entrance Examination Board that scores on their Scholastic Aptitude Test have declined during the last decade. It has been hypothesized that under the influence of the electronic media children see and hear more but read less and think less deeply than preceding generations (Hechinger, 1974). Individuals responding to the present survey expressed deep dissatisfaction with schooling that is less analytical and

less print-oriented than heretofore. They called for more emphasis on the basic skills — reading, writing, arithmetic — in the early grades so that remedial work at the high school and college levels would not be necessary.

In light of current criticisms and the decline in test scores, perhaps it is time for system-wide reassessments to see if improvement of the general curriculum is warranted. Are the schools really geared for accomplishment of the broad goals society has set for its educational institutions?

Perhaps the importance of reading as a tool for understanding any subject is not receiving the appropriate emphasis. Perhaps spelling, cursive skills, and diction are passed over lightly in the evaluation of students' work. Perhaps the methods for teaching reading, writing, and arithmetic that are being imparted to trainees in teacher preparation programs simply are not very effective. Whatever the reasons, the means for achieving some long-established curriculum goals seem to be in question.

8. **Inadequate facilities.** A previous study by the author (Banta, 1973) revealed that in 1972-73 more than one/fourth (26.8 percent) of all Tennessee schools represented by response to a State-wide survey were enrolling more students than the school plant was designed to serve adequately (p. 285). Construction of new facilities was viewed as a critical need by 37 percent of the principals responding. Remodeling and improved maintenance of existing facilities were cited as the needs of an even larger proportion of the principals.

More space is needed throughout the State for libraries, indoor play areas, and vocational classes. Many additions to existing school campuses are required just to relieve overcrowding in regular classrooms. Where the student body of an overcrowded school exceeds 1000, one or more new schools should be built and the students divided between them to ensure the best possible educational program for all concerned. Extending the school year to include twelve months of operation is another method of alleviating overcrowding that would not require construction of as many new buildings. Better maintenance of present facilities is a desperate need, according to the principals participating in the 1973 study.

9. **Special education programs.** Effective implementation of current legislation should result in improved special education for the gifted and the handicapped. More facilities are needed to

accommodate increased programming. And teacher training institutions must adapt to meet the demand for more special education teachers if all handicapped youth in the State are to be given an opportunity to attend a public school.

10. **Administrative reform and/or reorganization.** Education must be separated as much as possible from the influence of politics. School boards should probably be elected, but qualifications for candidates should be established at the local level to assure that school board members will possess the proper education, maturity, and related background experiences to carry out their responsibilities as policy makers in a competent manner. In-service training programs for school board members could help to assure a creditable performance by this influential group. Superintendents should probably be appointed by school boards because, as was indicated in the present study, this apparently places the superintendent far enough from the influence of politics that he is able to exercise his professional judgment with considerable independence. On the other hand, the hiring and firing of teachers should be a responsibility of professionals in the field, not of the lay policy makers.

In the interest of administrative efficiency and educational excellence political concerns should be set aside in some counties to permit consolidation of very small school systems within the county. Some observers even advocate a single system for every county.

The number of teachers required for appointment of a principal should be lowered in order to reduce the number of greatly overburdened teacher-principals in very small schools.

Many teachers seek relief from what they consider onerous non-teaching responsibilities, e.g., patrolling the lunchroom or school bus loading, and keeping detailed attendance records. School administrators must provide supplementary clerical staff and adequate numbers of paraprofessionals to free the teacher to make the professional contribution for which he was trained. Sufficient staffing to assure each teacher one free period per day for planning is imperative.

SUGGESTIONS FOR ADDITIONAL RESEARCH

The individuals and groups that influence educational policy in Tennessee need the kind of information which could be pro-

vided by periodic updating of the present study. However, a measure of public opinion should be added to complete the picture of State-wide concern about issues in education.

Before education forces can unite to inform Tennesseans of the need for an income tax there must be additional polling of teachers and administrators throughout the State to determine the extent of grass-roots support for such a movement.

Further probing of the wide-spread dissatisfaction with teacher preparation programs is needed. It was not clear from response to the present investigation whether criticism was being leveled at all the State's programs, or only at selected ones. Another study should be designed to identify specific targets of criticism and to gather the suggestions of practicing educators for improvement of preparation programs.

Since removing political influence from the operation of educational institutions was an important source of concern expressed in the present study, one or more long-range evaluation studies should be initiated to determine the relative merits of electing and appointing school board members and superintendents. Does the school board member who answers directly to the voters of his district feel freer to follow his own course than one whose appointment was made by a city council or quarterly county court? Does the elected superintendent tend to suggest the try-out of new policies and programs more readily than one who is appointed? More importantly, does the public really want a school board or a superintendent that has freedom to experiment with innovations; or would the people prefer that attention be focused primarily on those issues **they** consider of most importance at any given time? Such questions cannot be easily answered, but an intensive longitudinal investigation would certainly provide information of sufficient importance to justify the time and money it would require.

The question of consolidation of the school systems within each county certainly deserves, and in some cases is getting, extensive evaluation.

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APPENDIX A
SURVEY INSTRUMENTS

CRITICAL ISSUES IN TENNESSEE EDUCATION

Your Name _____

Name of Your School System _____

In the space below please list as many as you wish of what you consider to be the most critical issues, or pressing concerns in education in Tennessee today.

Please return this card before **October 31.** Thank you.

PHASE ONE INSTRUMENT AND LETTERS

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
KNOXVILLE, TENNESSEE 37916

BUREAU OF EDUCATIONAL RESEARCH AND SERVICE

October 1, 1973

Dear Superintendent:

The Bureau of Educational Research and Service at the University of Tennessee, Knoxville would like to find out what you think are the critical issues in education in Tennessee today.

The Bureau is sampling the opinion of various professional and lay groups with a direct responsibility for education in Tennessee so that the State legislature, colleges of education, and local education agencies may become more responsive to the key issues and problems in education as viewed by these groups.

This study is being carried out in two phases. First, a small sample of superintendents and one principal, one teacher, one school board member, and one county court or city council (whichever body has fiscal responsibility for schools in a given system) member in each of the State's 147 school systems is being contacted for input regarding their perceptions of crucial issues. (This is the phase in which we are seeking your cooperation.) Responses to the first mailing will be analyzed and a set of five to seven issues which appear to be of most concern will be compiled.

In the second phase of the study this list of specified issues will be sent to all superintendents and a ten percent random sample of principals, teachers, school board members, and county court or city council members in each school system. These individuals will be asked to rank the specified issues in order of importance as they see them. Comparisons can then be made between the rankings of critical educational issues by each of these groups of concerned individuals.

Please take a few minutes to complete the enclosed self-addressed card and send us your views. Your input is especially important because at this stage of the investigation you are one of just fifteen superintendents in the State being contacted!

We look forward to receiving your reply very soon. Please try to mail the enclosed card before October 20. Thank you very much for your assistance.

Sincerely,

Trudy W. Banta

Trudy W. Banta
Special Project Director

TWB:ces

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
KNOXVILLE, TENNESSEE 37916

BUREAU OF EDUCATIONAL RESEARCH AND SERVICE

October 12, 1973

Dear City Council Member:

The Bureau of Education Research and Service at the University of Tennessee, Knoxville would like to find out what you think are the critical issues in education in Tennessee today.

The Bureau is sampling the opinion of various professional and lay groups with a direct responsibility for education in Tennessee so that the State legislature, colleges of education, and local education agencies may become more responsive to the key issues and problems in education as viewed by these groups.

This study is being carried out in two phases. First, a small sample of superintendents, and one principal, one teacher, one school board member, and one county court or city council (whichever body has fiscal responsibility for schools in the given system) member in each of the State's 147 school systems is being contacted for input regarding their perceptions of crucial issues. (This is the phase in which we are seeking your cooperation.) Responses to the first mailing will be analyzed and a set of five to seven issues which appear to be of most concern will be compiled.

In the second phase of the study this list of specified issues will be sent to all superintendents and a ten percent random sample of principals, teachers, school board members, and county court or city council members associated with each school system. These individuals will be asked to rank the specified issues in order of importance as they see them. Comparisons can then be made between the rankings of critical educational issues by each of these groups of concerned individuals.

Please take a few minutes to complete the enclosed self-addressed card and send us your views. Your input is especially important because at this stage of the investigation you are the only city council member associated with your particular school system being contacted. And in our study we are considering your opinion as an elected official to be representative of the opinion of the voting public. On the reply card please provide the name of the school system (or systems) for which you as a city council member have direct responsibility (we assume this responsibility is primarily fiscal).

We look forward to receiving your reply very soon. Please try to mail the enclosed card before October 25. Thank you very much for your assistance.

Sincerely,

Trudy W. Banta

Trudy W. Banta
Special Project Director

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
KNOXVILLE, TENNESSEE 37916

BUREAU OF EDUCATIONAL RESEARCH AND SERVICE

October 24, 1973

Dear Teacher:

The Bureau of Educational Research and Service at the University of Tennessee, Knoxville would like to find out what you think are the critical issues in education in Tennessee today.

The Bureau is sampling the opinion of various professional and lay groups with a direct responsibility for education in Tennessee so that the State legislature, colleges of education, and local education agencies may become more responsive to the key issues and problems in education as viewed by these groups.

This study is being carried out in two phases. First, a small sample of superintendents and one principal, one teacher, one school board member, and one county court or city council (whichever body has fiscal responsibility for schools in a given system) member in each of the State's 147 school systems is being contacted for input regarding their perceptions of crucial issues. (This is the phase in which we are seeking your cooperation.) Responses to the first mailing will be analyzed and a set of five to seven issues which appear to be of most concern will be compiled.

In the second phase of the study this list of specified issues will be sent to all superintendents and a ten percent random sample of principals, teachers, school board members, and county court or city council members in each school system. These individuals will be asked to rank the specified issues in order of importance as they see them. Comparisons can then be made between the rankings of critical educational issues by each of these groups of concerned individuals.

Please take a few minutes to complete the enclosed self-addressed card and send us your views. Your input is especially important because at this stage of the investigation you are the only teacher in your system being contacted.

We look forward to receiving your reply very soon. Please try to mail the enclosed card before October 31. Thank you very much for your assistance.

Sincerely,

Trudy W. Banta

Trudy W. Banta
Special Project Director

TWB:ca

BLUE FORM

CRITICAL ISSUES IN TENNESSEE EDUCATION

Below is a list of 10 areas of concern in Public Education in Tennessee. Please help determine their importance by scoring each in the 2 following ways:

FIRST -- Record your personal opinion of the importance of each educational issue by placing an "A" (of *critical importance*), "B" (of *some importance*), or "C" (of *little* or *no importance*) in the BOX before each issue.

SECOND -- Report your personal opinion of all ten educational issues by placing a "1" (*most critical issue*), "2" (*second most critical issue*), through "10" (*least critical issue*) in the CIRCLE before each issue.

RATE ABC	RANK 1-10	ISSUES
☐	◯	ADMINISTRATIVE REFORM &/or REORGANIZATION
☐	◯	INADEQUATE FACILITIES
☐	◯	LACK OF CONCERN by pupils, staff, parents & public
☐	◯	DISCIPLINE
☐	◯	FINANCING EDUCATION - including salaries
☐	◯	SPECIAL EDUCATION PROGRAMS
☐	◯	IMPROVEMENT OF GENERAL CURRICULUM
☐	◯	SIZE OF CLASSES - overcrowding & overloaded staff
☐	◯	VOCATIONAL EDUCATION PROGRAMS
☐	◯	TEACHER COMPETENCE

OTHER (specify) _____

Please complete & return by November 28. Thanks!

YELLOW FORM

CRITICAL ISSUES IN TENNESSEE EDUCATION

Below is a list of 10 areas of concern in Public Education in Tennessee. Please help determine their importance by scoring each in the 2 following ways:

FIRST -- Record your personal opinion of the importance of each educational issue by placing an "A" (of *critical importance*), "B" (of *some importance*), or "C" (of *little* or *no importance*) in the BOX before each issue.

SECOND -- Report your personal opinion of all ten educational issues by placing a "1" (*most critical issue*), "2" (*second most critical issue*), through "10" (*least critical issue*) in the CIRCLE before each issue.

RATE ABC	RANK 1-10	ISSUES
☐	◯	TEACHER COMPETENCE
☐	◯	VOCATIONAL EDUCATION PROGRAMS
☐	◯	SIZE OF CLASSES - overcrowding & overloaded staff
☐	◯	IMPROVEMENT OF GENERAL CURRICULUM
☐	◯	SPECIAL EDUCATION PROGRAMS
☐	◯	FINANCING EDUCATION - including salaries
☐	◯	DISCIPLINE
☐	◯	LACK OF CONCERN by pupils, staff, parents & public
☐	◯	INADEQUATE FACILITIES
☐	◯	ADMINISTRATIVE REFORM &/or REORGANIZATION

OTHER (specify) _____

Please complete & return by November 28 Thanks!

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
KNOXVILLE, TENNESSEE 37916

BUREAU OF EDUCATIONAL RESEARCH AND SERVICE

November 13, 1973

Dear County Court Member:

The Bureau of Educational Research and Service at the University of Tennessee, Knoxville would like to know how various groups of Tennesseans view the critical issues in Tennessee education today. Such information should be useful in making the State legislature, colleges of education, and local education agencies more responsive to the key issues and problems in education as identified by these groups.

During October, superintendents, principals, teachers, school board members, and county court or city council members representing each of Tennessee's 146 school systems were asked to identify crucial issues in Tennessee education. From their responses a list of the ten most frequently mentioned issues has been compiled. As a representative of one of these groups of Tennesseans concerned about education, we would like to have your opinion regarding the relative importance of these issues.

Please take just a moment now to consider the ten issues listed on the enclosed reply card. The issues are purposely stated in a broad, general manner in order to include all sides of any controversy that may exist concerning a given issue.

First, we would like to know how strongly you feel about the ten issues listed. You may feel that only two of the issues are of critical importance and that the others deserve little attention. On the other hand, you may feel that all ten issues are critical. The column of boxes on the reply card permits you to express your personal degree of concern about the listed issues.

Secondly, please use the column of circles on the reply card to rank the ten issues in order of importance as you see them. Assign the number 1 to the issue you consider most important in Tennessee education today, and continue ranking the issues until the number 10 is assigned to the issue you believe to be least important.

Since you may feel that a critical issue has been omitted, space has been provided for you to list 'other' concerns you may have.

We appreciate your assistance. Please return the self-addressed reply card by November 21.

Sincerely,

Trudy W. Banta

Trudy W. Banta
Special Project Director

TWB:ca

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
KNOXVILLE, TENNESSEE 37916

BUREAU OF EDUCATIONAL RESEARCH AND SERVICE

November 16, 1973

Dear School Board Member:

The Bureau of Educational Research and Service at the University of Tennessee, Knoxville would like to know how various groups of Tennesseans view the critical issues in Tennessee education today. Such information should be useful in making the State legislature, colleges of education, and local education agencies more responsive to the key issues and problems in education as identified by these groups.

During October, superintendents, principals, teachers, school board members, and county court or city council members representing each of Tennessee's 146 school systems were asked to identify crucial issues in Tennessee education. From their responses a list of the ten most frequently mentioned issues has been compiled. As a representative of one of these groups of Tennesseans concerned about education, we would like to have your opinion regarding the relative importance of these issues.

Please take just a moment now to consider the ten issues listed on the enclosed reply card. The issues are purposely stated in a broad, general manner in order to include all sides of any controversy that may exist concerning a given issue.

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Secondly, please use the column of circles on the reply card to rank the ten issues in order of importance as you see them. Assign the number 1 to the issue you consider most important in Tennessee education today, and continue ranking the issues until the number 10 is assigned to the issue you believe to be least important.

Since you may feel that a critical issue has been omitted, space has been provided for you to list 'other' concerns you may have.

We appreciate your assistance. Please return the self-addressed reply card by November 28 .

Sincerely,

Trudy W. Banta

Trudy W. Banta
Special Project Director

TWB:ca

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
KNOXVILLE, TENNESSEE 37916

BUREAU OF EDUCATIONAL RESEARCH AND SERVICE

November 16, 1973

Dear Principal:

The Bureau of Educational Research and Service at the University of Tennessee, Knoxville would like to know how various groups of Tennesseans view the critical issues in Tennessee education today. Such information should be useful in making the State legislature, colleges of education, and local education agencies more responsive to the key issues and problems in education as identified by these groups.

During October, superintendents, principals, teachers, school board members, and county court or city council members representing each of Tennessee's 146 school systems were asked to identify crucial issues in Tennessee education. From their responses a list of the ten most frequently mentioned issues has been compiled. As a representative of one of these groups of Tennesseans concerned about education, we would like to have your opinion regarding the relative importance of these issues.

Please take just a moment now to consider the ten issues listed on the enclosed reply card. The issues are purposely stated in a broad, general manner in order to include all sides of any controversy that may exist concerning a given issue.

First, we would like to know how strongly you feel about the ten issues listed. You may feel that only two of the issues are of critical importance and that the others deserve little attention. On the other hand, you may feel that all ten issues are critical. The column of boxes on the reply card permits you to express your personal degree of concern about the listed issues.

Secondly, please use the column of circles on the reply card to rank the ten issues in order of importance as you see them. Assign the number 1 to the issue you consider most important in Tennessee education today, and continue ranking the issues until the number 10 is assigned to the issue you believe to be least important.

Since you may feel that a critical issue has been omitted, space has been provided for you to list 'other' concerns you may have.

We appreciate your assistance. Please return the self-addressed reply card by November 28 .

Sincerely,

Trudy W. Banta

Trudy W. Banta
Special Project Director

TWB:ca

APPENDIX B
COUNTIES IN GRAND DIVISIONS OF TENNESSEE

OF TENNESSEE

COUNTIES IN GRAND DIVISIONS

West

Benton
Carroll
Chester
Crockett
Decatur
Dyer
Fayette
Gibson
Hardeman
Hardin
Haywood
Henderson
Henry
Lake
Lauderdale
McNairy
Madison
Obion
Perry
Shelby
Tipton
Weakley

Middle

Bedford
Cannon
Cheatham
Clay
Coffee
Davidson
Dekalb
Dickson
Fentress
Franklin
Giles
Grundy
Hickman
Houston
Humphreys
Jackson
Lawrence
Lewis
Lincoln
Macon
Marshall
Maury
Moore
Montgomery
Overton
Pickett
Putnam
Robertson
Rutherford
Sequatchie
Smith
Stewart
Sumner
Trousdale
Van Buren
Warren
Wayne
White
Williamson
Wilson

East

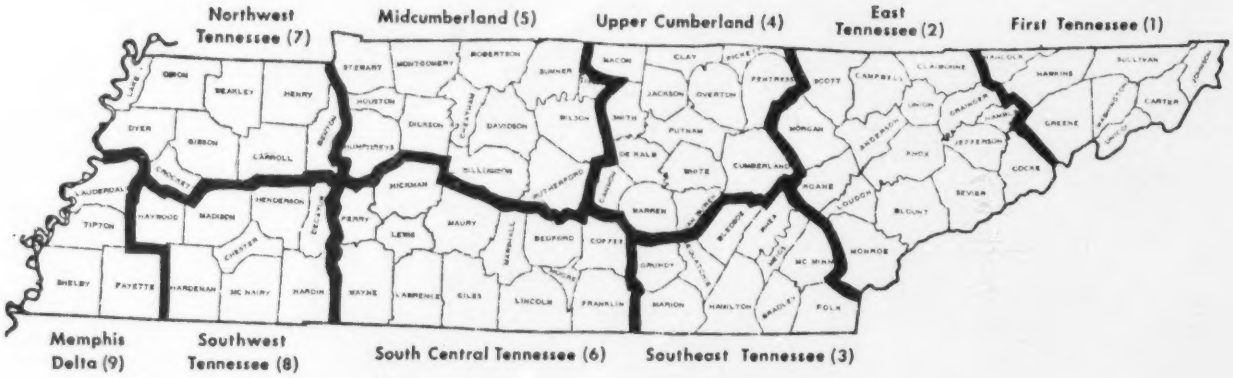
Anderson
Bledsoe
Blount
Bradley
Campbell
Carter
Claiborne
Cocke
Cumberland
Grainger
Greene
Hamblen
Hamilton
Hancock
Hawkins
Jefferson
Johnson
Knox
Loudon
McMinn
Marion
Meigs
Monroe
Morgan
Polk
Rhea
Roane
Scott
Sevier
Sullivan
Unicoi
Union
Washington

APPENDIX C

MAP OF TENNESSEE SHOWING BOUNDARIES OF NINE PLANNING AND DEVELOPMENT REGIONS

TENNESSEE

Planning and Development Regions



APPENDIX D
TABLES OF SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES BY SAMPLE GROUPS IN EACH OF NINE PLANNING AND DEVELOPMENT REGIONS

TABLE A-1

SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR FOUR GROUPS IN THE FIRST TENNESSEE PLANNING AND DEVELOPMENT REGION

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	1st TN COMPOSITE
TCHR COMPETENCE	Combined with School Board	Combined with School Board	1	2	3	2	2
VOCATIONAL EDUC			2.5	3.5	2	5	3
CLASS SIZE			6	9	7.5	3	6
GEN CURRICULUM			5	3.5	5.5	6	5
SPECIAL EDUC			8	6.5	9	10	9
FINANCING EDUC			2.5	1	1	1	1
DISCIPLINE			7	8	7.5	7	8
APATHY			4	5	4	4	4
FACILITIES			9	6.5	5.5	8	7
ADMIN REFORM			10	10	10	9	10
TOTAL NUMBER IN EACH GROUP	(1)a	(2)a	20	8	13	38	79

a Number in parenthesis indicates number of respondents from this group added to school board group to make the total of 20.

Coefficient of concordance : .853
Chi square, 9df : 30.696
Probability of independence : .000

TABLE A-2

SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR SIX GROUPS IN THE EAST TENNESSEE PLANNING AND DEVELOPMENT REGION

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	E TN COMPOSITE
TCHR COMPETENCE	1	3	3	4	3	4	2
VOCATIONAL EDUC	2	2	1	2.5	7	6	3
CLASS SIZE	5	7	5	7	2	2	4
GEN CURRICULUM	7	4	9	5	4	9	7
SPECIAL EDUC	9.5	10	8	6	8.5	8	9
FINANCING EDUC	4	1	2	1	1	1	1
DISCIPLINE	6	5.5	4	8	5.5	5	6
APATHY	3	5.5	7	9	5.5	3	5
FACILITIES	8	8	6	2.5	8.5	7	8
ADMIN REFORM	9.5	9	10	10	10	10	10
TOTAL NUMBER IN EACH GROUP	9	14	19	20	21	57	150

Coefficient of concordance : .660
Chi square, 9df : 35.625
Probability of independence : .000

TABLE A-3

SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR FIVE GROUPS IN THE SOUTHEAST TENNESSEE PLANNING AND DEVELOPMENT REGION

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	S E TN COMPOSITE
TCHR COMPETENCE	Combined with County Court	3	3	2.5	6	6	3
VOCATIONAL EDUC		1	1	2.5	2	4	1
CLASS SIZE		6	4.5	5	7	1	5
GEN CURRICULUM		4	7	7	3	8	7
SPECIAL EDUC		5	6	6	9	7	8
FINANCING EDUC		9	2	1	1	2.5	2
DISCIPLINE		2	4.5	9	4	2.5	4
APATHY		7	8	4	5	5	6
FACILITIES		8	9	8	8	9	9
ADMIN REFORM		10	10	10	10	10	10
TOTAL NUMBER IN EACH GROUP	(1)a	7	18	16	16	32	89

a Number of city council members added to county court group to make the total of 7.

Coefficient of concordance	:	.623
Chi square, 9df	:	28.018
Probability of independence	:	.001

TABLE A-4

SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR FIVE GROUPS IN THE UPPER CUMBERLAND PLANNING AND DEVELOPMENT REGION

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	UPR CUMB COMPOSITE
TCHR COMPETENCE		6	6	2	7	6	5
VOCATIONAL EDUC		6	4	3	9	4.5	7
CLASS SIZE		6	2	7	2.5	1	2
GEN CURRICULUM		10	9	5	6	7	8
SPECIAL EDUC		9	7.5	6	8	9	9
FINANCING EDUC		3	7.5	1	1	4.5	1
DISCIPLINE		1	3	8	4	3	3
APATHY		2	1	9	5	2	4
FACILITIES		8	5	4	2.5	8	6
ADMIN REFORM		4	10	10	10	10	10
TOTAL NUMBER IN EACH GROUP	0	9	8	9	5	15	46

Coefficient of concord .e	:	.412
Chi square, 9df	:	18.561
Probability of independence	:	.029

TABLE A-5

SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR FIVE GROUPS IN THE MID-CUMBERLAND PLANNING AND DEVELOPMENT REGION

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	MID CUMB COMPOSITE
TCHR COMPETENCE	Combined with County Court	5	3.5	2	1	6	2
VOCATIONAL EDUC		1	1	4	7	8	4
CLASS SIZE		7.5	3.5	9	4	3	5
GEN CURRICULUM		7.5	6.5	7	5	7	7
SPECIAL EDUC		10	6.5	8	6	5	9
FINANCING EDUC		3	5	1	2	2	1
DISCIPLINE		4	2	6	3	1	3
APATHY		2	8	3	9	4	6
FACILITIES		9	9	5	8	9	8
ADMIN REFORM		6	10	10	10	10	10
TOTAL NUMBER IN EACH GROUP	(1)a	10	9	12	17	65	113

a Number of city council members combined with county court group to make the total of 10.

Coefficient of concordance : .536
Chi square, 9df : 23.650
Probability of independence : .005

TABLE A-6

SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR FIVE GROUPS IN THE SOUTH CENTRAL TENNESSEE PLANNING AND DEVELOPMENT REGION

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	S C TN COMPOSITE
TCHR COMPETENCE		1	2	2	7	6.5	4
VOCATIONAL EDUC		4	1	1	2	6.5	1
CLASS SIZE		9	6	9	8	1	7
GEN CURRICULUM		3	5	8	3	5	5
SPECIAL EDUC		10	9	5	4	9	8
FINANCING EDUC		6	4	3	1	4	3
DISCIPLINE		2	7	4	5	2	2
APATHY		5	8	7	6	3	6
FACILITIES		8	3	6	9	8	9
ADMIN REFORM		7	10	10	10	10	10
TOTAL NUMBER IN EACH GROUP	0	8	13	15	9	25	70

Coefficient of concordance : .463
Chi square, 9df : 20.840
Probability of independence : .013

TABLE A-7
SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR FIVE GROUPS IN THE NORTHWEST TENNESSEE PLANNING AND DEVELOPMENT REGION

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	N W TN COMPOSITE
TCHR COMPETENCE	2	3	1	5	Combined with Teachers	3	3
VOCATIONAL EDUC	3	1	2	2		6.5	2
CLASS SIZE	5	4.5	6	7		2	5
GEN CURRICULUM	9	8	7	9		6.5	9
SPECIAL EDUC	8	6	8	6		8	8
FINANCING EDUC	1	7	3	1		1	1
DISCIPLINE	4	2	4	8		9	4
APATHY	7	4.5	5	4		4	6
FACILITIES	6	9	9	3		5	7
ADMIN REFORM	10	10	10	10		10	10
TOTAL NUMBER IN EACH GROUP	12	10	22	20	(4)a	29	93

a Number of principals combined with teacher group to make the total of 29.

Coefficient of concordance : .643
Chi square, 9df : 28.925
Probability of independence : .001

TABLE A-8
SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR FOUR GROUPS IN THE SOUTHWEST TENNESSEE PLANNING AND DEVELOPMENT REGION

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	S W TN COMPOSITE
TCHR COMPETENCE	Combined with County Court	3	3	Combined with School Board	5	4	2
VOCATIONAL EDUC		6	1		7	1.5	3
CLASS SIZE		4.5	4.5		3	3	4
GEN CURRICULUM		7	4.5		8	8	7
SPECIAL EDUC		8	7		10	7	9
FINANCING EDUC		4.5	2		1	1.5	1
DISCIPLINE		1	10		2	5	5
APATHY		2	7		6	6	6
FACILITIES		9	7		4	9	8
ADMIN REFORM		10	9		9	10	10
TOTAL NUMBER IN EACH GROUP	(1)a	7	5	(2)b	5	14	31

a Number of city council members combined with county court group to make the total of 7.
b Number of superintendents combined with school board group to make the total of 5.

Coefficient of concordance : .583
Chi square, 9df : 20.991
Probability of independence : .013

TABLE A-9

SUMMARY AND COMPOSITE RANKINGS OF TEN EDUCATION ISSUES FOR FOUR GROUPS IN THE MEMPHIS DELTA PLANNING AND DEVELOPMENT REGION

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	MEM DELTA COMPOSITE
TCHR COMPETENCE	Combined with County Court	3	Combined with Superintendents	1	4	5	2
VOCATIONAL EDUC		6.5		7	7	8	7
CLASS SIZE		5		8	3	1	5
GEN CURRICULUM		6.5		2	8	7	6
SPECIAL EDUC		10		9	6	6	8
FINANCING EDUC		9		3	1	2	4
DISCIPLINE		1		5	2	2	1
APATHY		2		4	5	4	3
FACILITIES		8		6	9	9	9
ADMIN REFORM		4		10	10	10	10
TOTAL NUMBER IN EACH GROUP	(3)a	6	(4)b	9	14	36	65

a Number of city council members added to county court group to make the total of 6.
b Number of school board members combined with superintendent group to make the total of 9.

Coefficient of concordance : .531
Chi square, 9df : 19.122
Probability of independence : .024

APPENDIX E

COMPUTED AVERAGES OF RANKINGS GIVEN TEN CRITICAL EDUCATION ISSUES BY SIX GROUPS OF TENNESSEANS

TABLE A-10

COMPUTED AVERAGES OF RANKINGS GIVEN TEN CRITICAL EDUCATION ISSUES BY SIX GROUPS OF TENNESSEANS

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR
TCHR COMPETENCE	4.14	4.67	4.11	4.51	4.66	5.26
VOCATIONAL EDUC	4.64	4.48	3.88	4.40	5.79	5.61
CLASS SIZE	5.25	5.90	5.32	6.38	4.90	4.24
GEN CURRICULUM	6.32	5.85	5.93	5.69	5.20	6.03
SPECIAL EDUC	6.46	6.67	6.43	6.01	6.22	6.26
FINANCING EDUC	5.04	5.13	4.50	2.85	3.50	4.19
DISCIPLINE	4.64	4.31	5.13	6.26	4.96	4.74
APATHY	5.04	4.93	5.75	5.50	5.69	4.86
FACILITIES	6.29	6.43	6.15	5.38	6.26	6.26
ADMIN REFORM	7.18	6.63	7.79	8.01	7.81	7.56
TOTAL NUMBER IN EACH GROUP	28	67	113	107	104	317

Coefficient of concordance : .693
Chi square, 9df. : 37.439
Probability of independence : .000

RESULTANT SUMMARY RANKINGS
(same as Table 3)

	CITY COUNC	CNTY COURT	SCH BRD	SUPT	PRINC	TCHR	TENNESSEE COMPOSITE
TCHR COMPETENCE	1	3	2	3	2	5	2
VOCATIONAL EDUC	2.5	2	1	2	7	6	3
CLASS SIZE	6	7	5	9	3	2	6
GEN CURRICULUM	8	6	7	6	5	7	7
SPECIAL EDUC	9	10	9	7	8	8	9
FINANCING EDUC	4.5	5	3	1	1	1	1
DISCIPLINE	2.5	1	4	8	4	3	4
APATHY	4.5	4	6	5	6	4	5
FACILITIES	7	8	8	4	9	9	8
ADMIN REFORM	10	9	10	10	10	10	10
TOTAL NUMBER IN EACH GROUP	28	67	113	107	104	317	736